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BOSTON PUBLIC SCHOOLS

ANNUAL REPORT OF THE SUPERINTENDENT

NOVEMBER, 1920

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BOSTON, November 30, 1920.

To the School Committee:

I submit herewith the thirty-eighth annual report of the Superintendent of Public Schools.

Respectfully submitted,

FRANK V. THOMPSON,
Superintendent of Public Schools.

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ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS.

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With respect to continuity of school sessions the year just ended was normal, following three successive years during each of which, for various reasons, such as epidemics and coal shortage, the schools were closed for extended periods. There is a feeling, consequently, on the part of teachers and principals that school accomplishments have been more substantial than during the period of interruptions. It is hoped that abnormal conditions may have permanently passed and that the schools may continue to enjoy an uninterrupted period of effort and achievement.

Salary Matters.

To those concerned with the immediate conduct of the schools,— the teachers, the executives, the administration,— the past year has been of unusual importance. Many and vital problems have arisen demanding settlement, taxing the patience, ingenuity and professional spirit of all concerned. At the beginning of the present scholastic year the problem of teachers' salaries became pressing. It was obvious to every one that substantial relief to the teachers was necessary. Differences arose between the School Committee and representatives of the teachers as to the amount of increase which should be granted. These differences were finally brought to the Legislature but the bill which became a law did not meet the expectation of the teaching force. The campaign for better compensation for teachers became nation wide in the course of the year and many large cities made provision for larger compensation than had been allowed in Boston. Later in the year and after the reorganization of the School Committee, an agreement was reached whereby the sum originally asked for, namely $600 increase, should be granted to the larger group of teachers, provided the Legislature would authorize the additional tax levy. Should the proposed increase be authorized, the majority of our teachers will receive a substantial increase over salaries hitherto prevailing. But

the action of other large cities with regard to salaries does not make the action of Boston extravagant; rather will Boston have moved more moderately than is true of a number of other great cities. New York City, and in fact the cities of New York State, have made what in comparison seems a generous provision for the payment of teachers. Doubtless the action of the most forward looking communities means the setting of new standards for the financial reward of the teacher. The response of the American people to the issue of adequate payment for teachers is a hopeful sign of an abiding faith in free popular education.

No Propaganda in the Schools.

The war taught the American people the lesson of the power and danger of organized propaganda. It was natural that fear and suspicion should arise that the schools themselves might become the instruments of propaganda. With the present disturbed state of public opinion on political, racial and religious questions it is natural that groups of citizens should feel suspicion that something in the nature of unfair propaganda may be taught in our schools. It is the function of the public schools, manifestly, to teach the truth to the children, to play no favorites with respect to disputed questions, particularly those concerning creed or nationality. When the schools offend this principle they deserve the suspicion and condemnation of the parents of the children. Great effort has been made during the past year to avoid the suspicion of allowing propaganda of any description to come into the schools. It may be safely said that the schools have never knowingly fallen into this error, but they may have unwittingly done so through the use of some not strictly impartial text, or through the utterance of speakers in addresses to pupils. The war showed what a power the schools may be in promoting a great cause. Thereupon nearly all organized forces for human betterment, or those which were assumed to be such, sought to have their claims brought in to the schools. It must not be supposed that the enthusiasts promoting these causes are insincere — far from it. Very often they are those who perpetually agitate reforms and who ofttimes succeed in putting their ideas into the statutes. But the school is not a place for winnowing the chaff from the wheat. The purpose of the school is to create intelligent and virtuous citizens, tolerant,

law abiding and with developed sympathy for things righteous. We cannot bring into the schools contentious matters about which our adult citizens are in conflict. We must await the sanctions of law and the unmistakable pronouncements of public opinion before deciding what is proper material for the instruction of youth.

Keeping the School System Progressive.

Candor makes it necessary to point out some of the signs of educational reaction observable in American systems at the present moment. One of the signs that the public schools are close to the people is seen in the reflections of popular movements in what is urged for the schools. There is, perhaps, less faith in the possibility of improving school methods at the present time. Educational experiments do not meet with popular approval. It seems to many that the methodology of a generation ago was superior to the body of practice evolved since that time. This mode of thinking is quite general in the world outside the school room. It is in the atmosphere of social, business and political action. The political slogan of the present moment, "Back to Normal," is considered by many the concrete expression of a reactionary tendency.

In school practice not only does the difficulty arise in securing enthusiam for progressive changes but, what is more disturbing, there is an observable tendency to abandon some of the fundamental improvements which have been adopted during the period of rapid progress characterizing the last decade. During the spring of the current school year an order was introduced and debated by the School Committee which would have forbidden the teaching of modern foreign languages in any schools except the high schools. The effect of this order, had it prevailed, would have been the abandonment of the intermediate school plan which is in successful operation in twenty odd elementary schools in our city. The return to the old nine elementary grade system was advocated simultaneously with the discussion of the abandonment of the intermediate school project.

It must not be presumed that the tendencies noted in Boston are peculiar to our community. The condition is nation wide, yea, world wide. The manifestations of thinking and acting observable throughout the world in this early post-war period have amazed the optimists and idealists who looked for an

immediate and marked upward swing of the aspiration and action of mankind. The optimist and idealist dominated during the struggle and turmoil of the war. He is temporarily in the background at the present moment.

There is comfort in the reassuring lessons of history concerning similar epochs of post-war tendencies. Faith returns and confidence is restored that we of this generation can build a worthy superstructure on the foundations laid by our fathers. The present barriers of doubt and hesitation cannot hold the waters in check and eventually the currents will flow onward.

In the judgment of the superintendent it was fortunate that the proposition to abandon the intermediate school organization did not prevail. The progress of the schools would have been impeded. The great amount of professional constructive effort expended on this idea and abandoned forthwith would have been particularly disheartening to the teachers, principals and executives of our school system. It is the superintendent's faith that progress and betterment in the end will prevail, and it is fortunate that we need not at this moment face a setback. There have been reactions in educational practice in the past. There have been temporary defeats. Reaction has had its brief days of triumph, but in the development of the American public school system, in spite of brief halts, there has been a constant march towards progress and improvement.

It would be a sad indictment against educational methods if it were to be assumed that in education nothing had been learned in the generation just closing. The present generation, indeed, has seen a wonderful period of progressive development in such fields as science, government, and economic welfare, and has likewise been a creative period in the schools. The public has demanded improved school methods. Legislation has reflected this demand. There has been more educational legislation during this period than during the preceding one hundred years. Education has been made compulsory in all the states. The upper limits of compulsory education have been extended in practically all states. Increased moneys have been appropriated and the number of pupils in the schools has grown by millions. Boston has been in the forefront of educational progress. Experiments have been made; much has been learned. Not all that has been tried has proved profitable. The problems of education in a degree are empirical. We must start with an hypothesis. Pedagogy is not a fixed or static science.

The attempts to get better schools are always opposed by some because of the danger of mistakes. The taunt of "Fads and Fancies" is continually flung at those in the school system who seek to find a better way to solve the difficult problems of education.

During the past twenty years the school system of Boston has been substantially improved by the efforts of progressive teachers and administrators encouraged by the attitude of progressive school committees. Public opinion as gauged by the press and organizations of parents and citizens has been favorable to progressive tendencies. The superintendent believes that the public opinion of Boston citizens would not now support a policy of reaction if it were clearly recognized as such. The period in question has seen a better grading of our elementary schools, abandonment of the nine grade system, the substitution of the eight grades, the expansion of the kindergarten provision. The intermediate school project has come into being, high school attendance has been expanded enormously. Prevocational schools have been established and trade and industrial education undertaken. Health education has been recognized as the legitimate province of the schools. Organized and supervised play has been given a function hitherto unrecognized.

The expansion of school effort into regions hitherto unexplored has come unit by unit as the needs were recognized. The old education was concerned largely with the mental and moral instruction of the child. The new education seeks to encompass every need of the child. "Educate the whole child" is the modern watchword. The old education assumed a standard type of childhood and offered but one pathway. Modern education recognizes an infinite variety in childhood and plans many pathways so that each may find a road suitable for his progress.

To those who would have us return to the old nine grade system it should be pointed out that conditions have very materially changed since that system was in successful operation. The old nine grade plan was abandoned for the following reasons: High school attendance was growing more popular. The average and satisfactory educational equipment had been what was called a common school education. Those who went beyond were as much distinguished as those who go to college today. There were two chief objections to the ninth

grade itself; one was the fact that in it little new ground was covered and the other was that for those going on to high school, there was an obvious and unnecessary delay.

It may be admitted, of course, that pupils who completed nine grades in the elementary school were better prepared to enter high school than are those who now take but eight. Our pupils would be better prepared to enter college after five or six years in the high school and better able to undertake the work of the professional school with more years of college work. The question in regard to the elementary period is whether a reasonably satisfactory preparation can be made in less time than nine years. Preparation is not an end in itself; it is the object of the preparation that is significant. The object of all public education, at least, is virtuous and effective citizenship. It has been the constant effort of public education to attract pupils to the higher forms of education, or as it is commonly stated, to persuade pupils "to stay in school as long as possible." With limitations, the end of the compulsory period of education is fourteen years of age. Pupils, or their parents, must see for themselves the advantages of more extended education. If in the elementary stage we can give the pupil a glimpse of higher education, he will wish to see more fully. This is why we say that in the seventh grade some high school subjects should be undertaken. The eight grade system meant a tremendously increased high school enrollment and a similarly increased persistence. The nine grade system means a lesser number entering and a lesser number graduating from the high school. I am confident that this tendency will be found constant wherever the eight grade and the nine grade system may be analyzed and compared. There is, consequently, in an eight grade system more educational attainment in the average equipment of our citizens. To those who believe that education is a good thing, and more of it a better thing, it is clear that the present plan in Boston should be supported and defended.

For those pupils who intend to go through the schools and thence to college and to professional schools, the necessity of spending thirteen years in pre-college work is an unnecessary and unfair burden. Beginning school at five and a half or six years of age means entering college at or about nineteen years of age. This means finishing the professional school at an age

which all candid observers pronounce too advanced. Our practice in this respect is widely at variance with that of other and progressive countries.

If our school system had not developed piecemeal there could not have arisen the present difference of opinion respecting the number of grades in the elementary school. It is the child that is important; the machinery of education is only important as a means of benefiting him. At first the public conscience could see no obligation beyond furnishing a common school education. The free public high school was bitterly fought by the narrow-minded of past days. The high school came but it was poorly adjusted to the lower schools. Its customs, methods and organization were adopted on lines wholly independent of the lower schools. For many years they have remained apart. Educators seeing this condition have sought to "bridge the gap." The specific instrument for this purpose is the intermediate or junior high school, designed to aid the child to overcome the difficulties in passing from familiar conditions to conditions wholly different. The educators who have labored in this important field have frequently been accused of being faddists, of seeking personal fame, and so on. They are merely meeting the fate of the innovator. Instead of blame they should be praised and undoubtedly will be by a wiser generation when analyzing in retrospect the steps of educational progress.

Unification of Educational Steps.

There is enough evidence now in sight to indicate that the present classifications of elementary, intermediate and high schools will eventually be abandoned. The more we exalt the child and the less we cherish the form of institution, the less we shall care what names we give to educational machinery. How far the public will take the child up the educational ladder, we have yet to determine. In most states the public already maintains the whole range of educational institutions, from the kindergarten up through the university. In Massachusetts it is only through the high schools. But whatever the range of educational institutions maintained at public expense, we shall eventually reckon progress in years of effort and not in terms of different and sometimes unfriendly institutions. Elsewhere we are seeking evidences of a new trend. In Gary, Indiana,

there are twelve years of instruction with no dividing line between the elementary and high school grades. At least one comprehensive national survey during the past year has urged the adoption of the same principle.

This report recommends that the present salary differences between elementary and high schools be gradually abolished. The academic and professional training required of elementary school teachers is rapidly approximating that which is required of high school teachers. Formerly the elementary teacher was a graduate of the high school with added normal school training; the high school teacher was a college graduate with little or no professional training. At present the elementary teacher is acquiring a better academic equipment, and nearing the standards demanded of high school teachers. The Boston Normal School maintains courses which are accredited seven points out of the sixteen necessary for graduation from Harvard or Radcliffe. With the differences disappearing between the elementary and the high school teachers, most if not all dispute will disappear about the province of elementary and high school education. There will be one progressive course of education for the child; there will be twelve or even more years if the public school system shall provide instruction in the college field. Indeed, more venturesome communities are already undertaking work beyond the present high school limits. Springfield, Massachusetts, maintains post-graduate high school work which is credited in Massachusetts colleges. The junior college project is immediately ahead of school systems desirous of furnishing at public expense a more extended educational opportunity than now exists. What is most important in American public school systems is the abolition of gaps existing at any point in the educational career of the child. At a not remote period there was a gap between the primary and so-called grammar schools. This gap has been bridged largely by destroying the separate organizations and distinctions between teachers. At an earlier period in the Boston school system there was a division between the subjects of instruction. There were grammar masters and writing masters. Against this situation Horace Mann labored but the system was not abandoned without a prolonged struggle. "Vested rights" are found in educational institutions as in all other institutions conceived by men. It must constantly be remembered that the educational institution exists for the child and not for those

who control the destinies of the institution. The times change and the educators must change with them. We are in a period of rapid change in social and industrial affairs, and our school system must make the adjustments which the new conditions demand.

The Merit System of Promotion.

The merit system with rated lists based upon concrete evidence has now been in operation for a whole year. From the masters' list have been appointed six men and two women. In the face of some objection the School Committee has sustained the continuance of the present plan. Indeed the School Committee has encouraged the superintendent to expand the idea so that no important nomination during the past year has been made for any position except as the result of an open and free competition for all in the service who aspire for consideration. When a vacancy for a principalship or directorship is opened it is now the practice to send from School Committee headquarters a circular letter to the schools announcing the vacancy and inviting candidates to file credentials. The Board of Superintendents then examines with great care all the evidence in connection with each candidate, evaluates the facts and makes a list. It is the practice of the superintendent to nominate the candidate with the highest rating and the School Committee during the past year has uniformly confirmed these nominations.

In Boston for many years some method of determining merit has been maintained. The rules and regulations of the School Committee demand that the superintendent nominate by merit. The present system differs from preceding attempts to determine merit in that the specific items of merit are listed, evaluated, and defined in definite terms. Another difference is that instead of one individual judgment, namely, that of the superintendent, there is the group judgment of a board. One characteristic of the present system that should inspire greatest confidence is the fact that the ratings are definite, recorded and published. Each candidate may see his rating, and interview the examiner and know specifically the reasons of the judgment in his or her case.

The whole procedure surrounding public appointments must be such as to inspire public confidence. We may assume that appointments made by an individual, such as the super-

intendent, can be satisfactory, but one individual decision in such important matters is open to the suspicion of bias, of coercion or of favoritism. It is as important to inspire confidence in the procedure in connection with appointments as it is to secure good appointments. The present system is designed to effect both purposes. The publicity of the present method is designed to focus the attention of all concerned upon the methods adopted. If there are defects they are patent to all, they can be challenged, and the methods can be progressively improved. The Board of Superintendents has frankly invited the criticisms of the teachers affected by the present promotional system. The members have appeared at the meetings of the Submasters' Club and the Master's Assistants' Association and have explained the principles and details of the present plan. Several hearings have been held by the Board of Superintendents at which committees of the Submasters' Club and of the Masters' Assistants' Association have appeared to discuss the suggestions of their organizations. It is of interest to note that the Submasters' Club has voted approval of a rated list and of the main principles underlying the present procedure. The representatives of both the Submasters' Club and the Masters' Assistants' Association have asked for certain modifications of the present plan and undoubtedly the Board of Superintendents will find virtue in several of their carefully considered recommendations.

Teaching Morale and Cooperation.

The morale of the teaching service and the spirit of cooperation have undergone the greatest strains possible during the past year. The tremendous burden of the cost of living and the inadequate recompense granted public servants have cut deep into the spirits of those who customarily and temperamentally have met their problems with cheerfulness. More than this even has been the effect of the somewhat indefinable spirit of the times, the thing we call unrest. There is the tendency at present to break old bonds, to abandon traditions, to better conditions irksome but hitherto tolerable. The economic condition of both the rich and the poor has been bettered, but the economic status of the middle class has been strained to the breaking point, especially the salaried class to which our teachers belong. In spite of the temptations of the year just passed our Boston teachers have shown great stead-

fastness. The class room work has been conducted without diminution of effectiveness. Our teachers through their spokesmen have been more assertive of their grievances but they have done their work conscientiously and well. The teachers may find fault with their employers, the public, but they will not show resentment to the children under their charge. The teachers believe that the worker is worthy of his hire, but they do not work with the spirit of hirelings.

The Relation Between the High School and the College.

In the last annual report the superintendent had occasion to discuss the unsatisfactory situation concerning college entrance requirements. Substantial progress has been made during the current year towards a more satisfactory method of admitting boys and girls to college. Dartmouth College announces that admissions will be made upon certificate from the highest quarter of high school graduating classes. This institution abandons certain specific requirements, such as so many years of Latin, and seeks instead to get youth of native ability. Harvard College has reduced the required number of points for admission from sixteen and a half to fifteen and makes the subjects of examination of wider range and less restrictive in character. Columbia is using mental ability tests to supplement the former examinations. It is likewise significant that Harvard College has selected to head its local board of college entrance requirements, Mr. Henry Pennypacker, former head master of the Public Latin School of Boston. We may view the present trend with satisfaction, but we must not be content until the gap between the high school and college is completely bridged. There is no pedagogical, biological, or sociological reason why the transition from the twelfth to the thirteenth year of education should be different from that between any other two years. The reasons for the present gap are primarily those of organization, the same reasons fundamentally for the gaps that were found, and are now found, in the lower years of educational progress. These are, as has been pointed out, separate organizations in control of the separate institutions. Separate organizations inevitably tend to create separate standards, and look with slight sympathy or understanding upon other organizations dealing with the education of the child at different stages. In New England most of our

colleges are private institutions. They are governed by boards not in any way responsible to the people. These boards are rarely representative of the economic, social or political affiliations of the people. On the other hand, they are increasingly sensitive to the pressure of public opinion. The present more liberal tendencies noted above are evidence of this sensitiveness. But they can, with benefit to the public, be still more sensitive. The present tendencies and interpretations of democracy will increase their desire to render broader service. The need or welfare of the mass takes precedence over the interest of the single group. Both capital and labor are seeing this higher law. Property is no longer considered an absolute right but rather a conditional one. The limits within which the people may tax individual wealth for the common good are broad indeed.

In general our private colleges desire to be classified as public institutions. They constantly oppose movements to tax their holdings on the ground that they render a public service, and few will deny their assertions. The public, however, desires to be a party to the decisions made by those rendering service. There is an essential incompatibility in being served and having no voice in what shall be the service. Public service is in large part the carrying out of the people's will. The state university, found now in practically all states except Massachusetts, does represent the popular voice in what shall be the character of the conditions governing higher education. It should be noted that the gap between the high school and the college has been closed where there is the state university. It is unwise, perhaps, at the present time, to urge the founding of a state university in Massachusetts. We have numerous colleges performing great services, and some of them are as liberal with respect to conditions of admission and character of instruction as can be demanded. We have a state college of agriculture and a well-developed plan of university extension. There may exist conditions, however, which will call for serious consideration of a state university for Massachusetts. If our present institutions should lack the funds for the expansion necessary to receive the qualified students who apply, or if our present institutions should fail to be sufficiently heedful of reasonable public demands as to the conditions of entrance and the character of instruction offered, then the state university should be

sought for Massachusetts. The provisions and character of higher education cannot be left to the disposition of individuals or groups. Individuals or groups may set the educational conditions for other individuals or groups who desire to accept them, but they may not set the only ones for the mass who may desire something different. In the end public opinion must control the character and conditions of higher education as it does the educational provisions in the lower years.

Work of the Board of Apportionment.

The substantial achievements made in the past year by the Board of Apportionment impel the superintendent to make some comments anent the organization and operations of this important body. The work of this board was discussed briefly in the last annual report and the auguries of success discernible then have but presaged the achievements of the current year. The union of the educational and business forces on the board makes the decisions resulting more practicable than could be the case were only one influence in control. Three important matters come regularly before the attention of the Board of Apportionment. They are the preparation of the general maintenance budget, the land and building budget, and all items involving over-drafts by individual schools.

The year just closing has been of unusual importance with respect to land and buildings, or general school accommodations. The war and its resulting confusion had caused Boston to run noticeably behind in its building program. The enormous increase in the cost of schoolhouse construction was another disturbing factor. After seriously studying the problem, the Board of Apportionment prepared a comprehensive plan which was adopted by the School Committee and made the basis of a legislative bill which was passed in the spring. The plan was known as the three-year building program and is designed in this interval to make provision for the well established building needs for the Boston school children. The land and building budget prepared as the result of the estimates of building needs for the three-year period ahead and for which provision had been made by legislative enactment contained forty-two items. In general, these items contemplate provision for two new high schools, one in Dorchester and one in West Roxbury; one substantial addition to the Roxbury High School; about six intermediate and elementary schools, and a dozen

or more primary buildings. Several minor items contain provisions for acquiring or enlarging school yards. It is planned during the current year to use the funds made available by the recent legislation, as well as the funds available under prior legislation, for the acquisition of all the school sites needed for the carrying out of the three-year program and, in addition, for paying the architects' fees for completed plans for buildings. During the current year the conditions affecting building construction appear unfavorable. There is the shortage of available material; there are difficulties of transportation and perplexities in the labor market. It is hoped that in the two succeeding years conditions may prove more favorable so that specifications for buildings may be advertised and contracts let to better advantage to the city than at present. Should this hope prove a reality, at the end of three years Boston will have made good progress both in catching up and in keeping abreast with the more pressing needs for adequate schooling facilities for our school children.

The superintendent desires to comment favorably upon the procedure followed by the Board of Apportionment in arriving at the conclusions which were adopted by the School Committee in the form known as the three-year program. The danger and difficulty of the single-year program for meeting building needs is that immediately there is precipitated upon the School Committee pressure for priority in the recognition of claims. Promises of future action do not satisfy. It is natural that interested bodies of citizens in localities demanding attention should endeavor to make each appear immediately urgent. Hearings are demanded and held. Those representatives most eloquent and insistent have often been successful. Dispassionate judgment will frequently recognize that districts without organizations may be those which should first receive attention.

The Board of Apportionment gave judicious and dispassionate attention to all the building needs of the city. The masters of all school districts were asked to make written reports upon the housing needs of their districts, the number of pupils in assembly halls, portable buildings and in hired accommodations. With the reports of these principals before them the Board of Apportionment, accompanied by a representative of the Schoolhouse Commission, and frequently by members of the School Committee, visited the districts where needs were reported

and after careful inspection made the plan before referred to. Certain items appear in the program of the first year; others are assigned to the second and third years. The judgment in each case is made in the light of facts evaluated with discrimination. Such a procedure cannot fail to result in a more careful and economical plan than has hitherto existed. The needs of the children are better protected and the city is assured of as economical a program as is possible in view of the pressing needs for better and more accommodations. Increasing responsibility comes to school administrators in proportion to the wealth of the community assigned to school needs. School administrators are faced as never before with the necessity of adopting a most conscientious and careful procedure.

Extension of Feeding to Certain Elementary Schools.

For many years lunches have been served in high schools for pupils who desired to purchase at cost wholesome and carefully selected food. This splendid cooperative service has been carried on by the Women's Educational and Industrial Union. Only commendation has been heard for the excellent way in which this service has been rendered to our high schools. Only sporadically have lunches been served in elementary schools. These schools are conducted on a two-session plan and the longer session in the morning is but three hours in length. Assuming that children come to school with adequate breakfasts there is not the same need for lunches as in high schools. There are, however, many physiological reasons why growing children of elementary school age should receive nourishment in the middle of the morning. On the other hand, any plan of feeding in the elementary schools, has been viewed with suspicion by those who feared to weaken the home by paternalistic schemes of any character. To my mind a plan of furnishing luncheons at cost is as defensible in one type of school as in another. The policy is necessary in the high school and highly desirable in the elementary, in each case without pauperizing the pupil or weakening the responsibilities of the home.

During the past year a more definite plan has been worked out which promises to achieve the above desirable ends. The Food Economy Kitchen for the feeding of elementary school children was originally opened under the auspices of the National Civic Federation, Women's Department, New England Section, at 24½ North street, Boston, on January 7,

1919, with Mrs. Roland Baker as chairman, and ran until May 31, 1919. It was opened again on October 17, 1919, and closed April 16, 1920. During the first winter, soup was sold in nine schools in Boston and in seven schools in Cambridge, 33,618 quarts being sold in Boston, and about 25,000 quarts in Cambridge. Last fall the Food Economy Kitchen was reopened, soup was sold in nine schools in Boston, but that number rapidly increased, and during the season soup was sent into forty-two Boston schools. The greatest amount sold in any one day was 800 quarts, but a fair daily average would be about 600 quarts. As five cups are estimated to a quart, this would mean portions for about 3,000 children a day.

It is very hard to estimate exactly what the soup costs per quart to make, but as is known, bones are used which cost three and one half cents per pound, and which are sold to the renderers after all human food has been cooked out of them, for two and three-quarter cents per pound. The vegetables and cereals added to the soup make the cost about six cents per quart. On Fridays cocoa is always sent, and during the sugar shortage a milk chowder was made instead of the cocoa. Eleven schools had helpers paid by the School Committee, and about seven of the schools had volunteer helpers as well. The plan of having volunteer workers is an excellent one, for it arouses an interest in the community which is as beneficial to the women who volunteer as it is to the children whom they serve.

The soup contains vegetables, a starch, and meat which contribute not only to the child's energy requirement, but to his growth requirement. A standardized formula is used, in which all solids are weighed, in order to guarantee the standard of 1,000 calories per quart.

Restoring Confidence.

It is commonly agreed that in the present period there exists as never before in the memory of our generation the spirit of unrest, accompanied by sharp differences of belief on matters political, social, industrial and otherwise. It is observable that the faith of men in their fellows has been shaken, as well as faith in themselves. Allegiance to causes as well as to leaders has weakened. New leaders are sought not so much that it is believed that others will do better as to rebuke those with whom we are dissatisfied. New issues are taken up not so

much that they are more promising, as that they are different from those that have wearied us.

Such a situation is not favorable to morale either in public or private service. Those of us engaged in the greatest of public services, the instruction of the young, may not yield to current influences. With what faith, strength and courage that our cause may inspire we must stand firm and maintain the line: "They shall not pass!" We see in the young the hope of human betterment. By better and nobler influences such as education can bring, these children in the schools may become finer citizens than we of this generation. The pupil shall exceed the master. Society is progressive only by such a process.

The difficulties of the period are a challenge to the teacher with appreciations of the trust and hope which society places in the function of education and in the office of the teacher. It is the confidence of the superintendent that the school force of this city responds to the challenge, that its members appreciate their responsibilities, accept their trust and will prove steadfast in the hour of strain.

Respectfully submitted,

FRANK V. THOMPSON,
Superintendent of Public Schools.

APPENDIXES TO REPORT OF SUPERINTENDENT FRANK V. THOMPSON.

APPENDIX A.

REPORT OF ASSISTANT SUPERINTENDENT AUGUSTINE L. RAFTER.

MR. FRANK V. THOMPSON,
Superintendent of Public Schools, Boston, Mass.:

DEAR SIR,—Last year I reported somewhat in detail in reference to most of the subjects over which I have immediate supervision. For the present year I propose to write very briefly on a few topics that may need some explanation.

SPEECH IMPROVEMENT CLASSES.

During the past year we have opened speech improvement centers in the Joshua Bates School, in the Tyler Street School, and in the Farragut School. I have not been entirely satisfied with the manner in which certain pupils who attended the Speech Improvement Classes have been considered in their parent schools. It will be recalled that the masters on two occasions were notified by you that no pupil in a speech improvement class should be penalized because of his absence from his regular class to attend a speech improvement class. At the close of the present school year several cases came to my attention in which children had failed in their parent schools to receive credit, usually in one subject, because they were in a speech improvement room and consequently absent from their grade rooms. By taking each case individually I was able, I think, to adjust the cases fairly satisfactorily, but next year I propose with your co-operation to place this matter on a permanent pedagogical basis, to the end that no pupil may be dissuaded from attending a speech improvement class.

In the opinion of speech experts, and it would seem that such opinions would appeal to the average layman as reasonable, the ability to overcome vocal impediments is of paramount importance to almost any other consideration to children afflicted. The failure on the part of a few masters to entirely

co-operate with the teachers of the speech improvement classes is due, I am certain, to their misconception of the subject which may need some explanation the coming year.

As rapidly as possible the speech improvement classes have absorbed the youngest pupils who need attention. The younger the child the sooner his defects are remedied. An increasing number of high school pupils whose speech defects have persisted have been in our minds for the past year, but we have been in no position to attend to them, owing to a scarcity of teachers who have had experience with older pupils. Happily the coming year we are to have the services of a teacher who has had much experience with pupils of high school grade, and it is hoped that all such pupils may be formed into classes and may receive expert attention.

Conservation of Eyesight Classes.

Under the direction of the Director of Medical Inspection, the supervising nurse, Miss Helen F. McCaffrey, made during the last three months an exhaustive survey of the vision of children in the public schools. The report of this survey is of very great value, in that it contains the names, ages, grades, addresses, and the condition of eyesight of every child in Boston whose vision should receive consideration. The report was sent to Miss Ida E. Ridgeway, field worker for the Massachusetts Commission for the Blind, who recommended that at least one additional sight saving class be instituted in Boston. You will recall that by recent legislation the state of Massachusetts now partially supports sight saving classes, in that it allows $750 for the institution of each new class; it goes further and subsidizes annually each sight saving class to the amount of $500. The co-operation between the State Commission for the Blind and the Boston school authorities has been cordial, satisfactory, and effective. There is no lost motion, no jealousy, but entire harmony and good feeling.

As a result of the survey a sixth sight saving class will be organized in the fall in the John J. Williams School. As this class will be composed entirely of primary children, they will be sent into the grade rooms of the Williams School for their oral work in language, number, music, physical training, etc., returning to their own room for technical work requiring special and intensive instruction.

Disciplinary Day School.

As confidently anticipated, and predicted last year, the two disciplinary day school rooms housed in an approved building, with specially trained teachers, have proved a decided success. The attendance in these two classes has been remarkably constant. The numbers have grown until the quota of twenty to a teacher has been exceeded, and as a result there will be opened in the Sarah J. Baker School in the fall a third disciplinary day school room. In theory a pupil in regular attendance in the disciplinary class whose conduct is in every way commendable, and who makes progress in his studies, should be returned either to his own school or to his grade in a neighboring school. This would seem to be a reasonable theory, but in practice it has not worked out well. It has been fairly well established by experience that a boy who persistently refuses to go to school in his own district, in the grade to which he is assigned, will refuse just as persistently to go to any other school than the disciplinary. The disciplinary room appears to be not only a clinic but a hospital.

Co-operation Between the Schools and the Public Libraries.

In order that there might be the closest articulation and co-operation between the schools and the public libraries, on March 19, 1920, I appeared at the Boston Public Library, before the assistant librarian thereof and the librarians of all the branches throughout Boston. For two hours the subject of closer co-operation was discussed in the friendliest, heartiest, frankest manner possible. Many of the suggestions made have been put into operation, both on the part of the librarians and on the part of schools.

Committee on Eligibility.

On the acquisition of Mr. Joel Hatheway as chief examiner, I, as chairman of the Committee on Eligibility, began to submit to him the preliminary investigations of doubtful cases, which in the past have consumed a considerable amount of time on the part of the Committee on Eligibility. Mr. Hatheway took hold of the subject with his accustomed vigor and directness and as a result the committee has been relieved of a deal of work.

It is proposed in the future to have Mr. Hatheway do the bulk of the work on this committee, reporting to the committee such cases as need special attention.

The above is an indication of the value that the chief examiner will be to the Board of Superintendents.

Very truly yours,

A. L. RAFTER,
Assistant Superintendent.

APPENDIX B.

REPORT OF ASSISTANT SUPERINTENDENT JOHN C. BRODHEAD.

Mr. Frank V. Thompson,
Superintendent of Public Schools, Boston, Mass.:

Dear Sir,— In accordance with your request I submit herewith brief reports on the work during 1919–20, for schools and departments under my supervision, making some comparisons of the past years and giving expression to their hopes for the future.

I. Mechanic Arts High School.

The report of the Superintendent issued a year ago included a statement regarding this school together with details of its new program, and an interesting graph showing past enrollments and past per capita costs. In that report the hope was expressed that the adoption of the new courses, with the opportunity for preparation for the higher engineering training of technical colleges, would so appeal to the public as to attract larger numbers to the school. This hope seems to have been realized. The total enrollment in September, 1918, was 911 pupils. In September, 1919, there were 1,096 enrolled, while incomplete returns on the enrollment for September, 1920, would indicate an enrollment of over 1,250.

This is a complete reversal of the tendency of previous years that is most gratifying. An additional fact of interest is, that not only is the total enrollment larger but there has been in the upper classes an appreciable gain in percentage of persistence, that is, less pupils are terminating their courses before completion.

An additional proof that the revised courses commend themselves to the public is revealed by the fact that many boys who entered the school before the new courses were adopted are taking advantage of the new courses to equip themselves

for still higher education. The number of boys thus interested in equipping themselves for higher education will average 50 per cent of the upper classes.

It is probable that the choice of courses has been made this fall with a much clearer knowledge of the significance of the two courses offered and the number of mistakes in assignment will prove to be smaller.

Quite substantial readjustments of rooms and equipment to accommodate classes operating under the new courses in the upper classes were planned in the spring and are about complete.

All who are interested in the school seem convinced that the new courses provide distinctly better training for those who cannot go to college, and tend to arouse ambition, while furnishing adequate preparation for those who wish further and higher education.

II. High School of Practical Arts.

When this school was established in 1907, French and German were both included in the course of study. With the building up of the practical arts course, and a desire to provide as much instruction therein as possible, these languages were dropped from the course (1911). The school continued to grow in numbers until 1914. With the establishment of the intermediate schools and the opportunity for language study in these schools and the natural tendency to retain pupils in the intermediate schools through the ninth grade, the numbers in the school fell off until in September, 1918, there were but 457 enrolled. With a better understanding of the provision for entering the Practical Arts High School at the end of the eighth grade, the figures rose in September, 1919, to 493.

In harmony with the action passed a year previously in regard to the Mechanic Arts High School, the Board of Superintendents recommended, and the School Committee approved, two modifications of the course of study. One, the introduction of a modern language throughout the four years, which would enable graduates of the school to qualify for entrance to higher institutions, and the other, the introduction of a minimum amount of commercial work, beginning with the second year, for pupils desiring to prepare for commercial pursuits while getting the advantage of the practical arts courses offered. The figures obtainable to date would indicate that the com-

mercial course makes its appeal, as a class in commercial subjects has been organized and a teacher assigned to the work. While not many pupils have applied for the modern language course as yet (the possibility of taking this course has not been widely advertised), yet the knowledge that the school will prepare graduates for higher institutions is showing its effect and the enrollment figures as far as obtainable at this time are 602.

Upon consultation with the State Department of Education it was found that the amount of practical work done in this school, and the character of it, was such that the city could be reimbursed for one-quarter of the expense of instruction and maintenance of all the work of the school, and the approval of the State Department has been extended to this school, and with slight changes in the matter of records and slightly greater stress on some previously informal assignments of work, the school is now operating with the approval of the State Department of Education. During the past year short unit courses for salesgirls from various department stores have been conducted with profit to the girls and satisfaction to their employers. This will be continued during the coming year. The school during the year past has furnished the lunches for the Roxbury Latin School in addition to lunches for its own pupils and instructors.

III. Department of Manual Arts.

Drawing.

A year ago the work for primary and grammar grades was reconstructed and throughout the past year an attempt has been made to bring to the grade teachers a clearer conception of the possibilities of the new course, and it is believed that it has been effected. In April the Eastern Arts Convention was held in this city, at which time drawings of our children were exhibited. Visiting teachers were greatly impressed by these drawings, and we are in receipt of a request by the art teachers in Philadelphia for this exhibition to be shown in their city this fall.

The art appreciation course in the ninth grade of our intermediate schools, introduced in September, 1918, continues to meet with the approval of principals and teachers. Through a study of the modes of order in nature and the arts, supplemented by lectures given by the director, his assistants, and the

Director of Education and his assistant in the Museum of Fine Arts, the pupils have received a valuable training which will enable them to enjoy a manifestation of beauty in the world. Through much exercise of judgment in selecting that which is best, they will undoubtedly show a higher standard of taste in whatever field of life they may enter. It is to be regretted that it has been found necessary to make drawing an elective subject in the seventh and eighth grades in the intermediate schools. Until the Board of Superintendents finds some way of relieving this situation, without unduly crowding these grades, some of the time assigned to art appreciation in the ninth grade must of necessity be given the work which could be done in the seventh and eighth grades.

In the Normal School the assignment of time for drawing in double periods has promoted both economy and interest in the work this year. There has been a saving of material, and longer visits to the Museum have been made possible. The gradual increase of illustrative material, including a Balopticon lantern, has greatly enriched the course and has made it possible to illustrate fully the principles of design both in nature and the arts. The biological department of the school has loaned many valuable slides of nature material, while the Museum has loaned architectural slides and photographs. The beautiful textiles loaned by the Museum have been of special value in the teaching of color and design, while greatly enriching the appearance of the room. Each class has been to the Museum at least once with a definite project in color, design or representation to investigate. The seniors have taken "architectural walks nearby," to study the adaptation of historic styles of architecture to modern buildings.

In the high schools the special committee on courses of the Drawing Council has been formulating motivated courses which will tend to standardize the teaching and these will be introduced wherever the conditions are favorable. The director believes that a course on art appreciation, similar in character to that given in the ninth grade of intermediate schools, should be required in the high schools. Such a course has been introduced in the first year classes in the Hyde Park High School with marked success. Ever since the new program of high school courses has been in use the number of pupils electing drawing has diminished. This is a matter of concern, and is due to difficulties of program making, and the fact that drawing

is an elective in most high school courses. Head masters of high schools and the Board of Superintendents should seriously consider requiring drawing as a first year subject or requiring motivated drawing somewhere in courses such as the normal and commercial.

The high school vocational drawing class conducted in the Museum of Fine Arts has now completed its seventh successful year. The standard was so high during the past year that it was found impossible to restrict advancement to the customary twenty pupils, so twenty-six advanced scholarships were awarded. In addition to the above, after drawings had been submitted by eighth and ninth grade pupils intending to enter high school in September, twenty scholarships were awarded. Past pupils of this class have made excellent records in the Museum school. One pupil is now a teacher of drawing in the public schools. Another, still in the school, has been most successful in stage craft, designing and painting stage settings for productions at Harvard College, Amherst College, and elsewhere. A recent graduate is now a designer with the Society of Decorative Arts. In the department of design, a former pupil of the high school class won an "Equal First" prize in the third-year class and a similar honor in the second-year class, while others have won "Mentions."

Manual Training and Shop Work.

Under this heading I would like to comment on some of the activities of this division of the Department of Manual Arts.

The co-operative courses in high schools continue to grow and attract the attention of pupils. The agricultural course in the West Roxbury High School is now entering its third year. A year ago there was but one such high school department in the state having a larger enrollment. The indications are that it is now the largest department in the state.

A special committee on mathematics for co-operative courses, was appointed about a year ago and has made a tentative report on mathematics for the first year. The council on English and the council on science are actively engaged in formulating courses for co-operative groups.

The co-operative course in woodworking in the Brighton High School has been superseded by a course in auto mechanics, this school being in the neighborhood of a large number of automobile repair shops and salesrooms. This course was authorized to begin in February last and already has an enroll-

ment of over ninety boys. Eighteen were engaged in the industries during the summer term. The co-operative courses in machine shop practice in the Hyde Park High School and in electricity in the Charlestown High School are now operating under the approval of the State Department of Education, above the first year and including the fifth year, securing to the School Committee reimbursement of 50 per cent of the maintenance charges, including instruction.

Manual training in the intermediate schools has presented an interesting problem. An attempt has been made to introduce variety without loss of economy or effectiveness and so there have been established this year classes in electricity in the George Putnam and Bigelow Districts, metal work in the Robert G. Shaw District, sheet metal work in the Mary Hemenway and Roger Wolcott Districts, and printing in the Lewis District. The Henry L. Pierce District had previously been equipped for metal working.

Home gardening is being carried on in a steadily increasing number of districts. The work of canning for the conservation of product has been added to the work of gardening and has been very successful in stimulating the interest of the children in growing products that can be preserved for winter use. It has been found possible to operate these canning classes in our school kitchens and receive state aid for them.

The work of the prevocational centers is intended to be very human and the department and teachers are seriously concerned with questions as follows:

How many boys are retained in school through this agency?
What is the average numbers of boys in your class who leave before graduation and why do they leave?

One teacher reports that between fifteen and twenty boys per year have been kept in school because of the influence of prevocational work. Some people have felt that prevocational schools appeal only to mentally deficient or bad boys. The career of one boy will show how much in error this judgment has been. This boy was deeply interested in electricity. He was encouraged and helped by books, pamphlets, pictures and models, and given opportunity to tell his classmates of his experiments. He became an electric worker and enlisted. He volunteered for submarine service and was a radio operator for eight months at Colon. In an examination of eighteen candidates, all older than himself, for commercial

wireless operator's license, first grade, only two passed successfully and this boy was one of them. It is felt certain he would never have continued in our regular school routine, and he most highly recommends prevocational work to boys like himself. The teacher of this boy feels that boys with prevocational training are more self-reliant than others. They stand for manliness and poise. They are devotedly loyal to their teachers and school. They return at every opportunity to give an account of themselves. They come back to get advice on changing jobs, where to bank their savings, to bring a picture of the girl they expect to marry and to tell any good news of their family. The teacher is their confidant, an interested friend to whom they go in their joy or sorrow, assured that she will understand.

The Eastern Arts Association, meeting in Boston April 1, 2, and 3, was of great interest to the department and its teachers. They contributed largely in planning and arranging the exhibitions, furnishing an exhibition in drawing and in the enrichment of the manual training course and in prevocational work. Boston University was attracted by our local exhibit and tried to find space for giving it further publicity, as they considered it of exceptional educational value. Failing to find such space, an arrangement was made to use the exhibition rooms at the Public Library and for three weeks in May the prevocational exhibit was shown entire. The original intention was to show the exhibit for one week, but it attracted so much attention that the library authorities requested its continuance for an additional two weeks. The value of such an exhibit in our Public Library can scarcely be measured. The interest of hundreds of people was once more aroused in schoolroom work; parents who never visit the schools, and citizens who no longer discuss education, spent hours sometimes looking over the work and talking it over with the one in charge.

In closing this report I wish to call attention to the fine cooperation of the Schoolhouse Commission which has found it possible to materially ameliorate the conditions which have not been of the best in many of our manual training rooms throughout the city, and to provide additional equipment for the intermediate and co-operative high school work.

Very truly yours,

JOHN C. BRODHEAD,
Assistant Superintendent.

APPENDIX C.

REPORT OF THE DIRECTOR OF EVENING SCHOOLS.

MR. FRANK V. THOMPSON,
Superintendent of Public Schools, Boston, Mass.:

DEAR SIR,— In accordance with your request I herewith respectfully submit a report of the activities of the Evening School Department.

While any adequate explanation or understanding of the present status of the evening schools would require some reference to conditions affecting evening schools since the outbreak of the World War, it were futile to attempt to show the comparative effect upon evening schools of enlistment and the operation of the Selective Service Act, of the cessation of immigration, of the abundant opportunities for employment at unprecedented salaries, or of other causes connected with or incident to the war, such as the fuel shortage and the influenza epidemic.

The following tables serve to illustrate the cumulative effect upon evening school registration of these conditions:

REGISTRATION.

	Elementary.			High.		
	Males.	Females.	Total.	Males.	Females.	Total.
1915–16.....	5,658	3,892	9,550	3,189	2,715	5,904
1916–17.....	4,123	3,209	7,332	2,918	2,602	5,520
1917–18.....	2,269	2,725	4,994	2,707	3,297	6,004
1918–19.....	1,432	1,811	3,243	1,582	2,539	4,121
1919–20.....	1,680	2,242	3,922	2,454	2,562	5,016

Administrators are naturally more concerned with plans and policies for the future than with successes or failures of the past, except in so far as the past may serve as an inspiration or as a warning for the future.

The lesson of the above tables would seem to be that the

low mark of evening school enrollment was reached last year, and that a steadily increasing registration may be expected during the coming years.

Despite war conditions the evening school department as a whole has made considerable progress during recent years, and certain of the forward steps will be noted below in connection with the various types of schools. It was not so long ago that evening schools, which had made a humble beginning in the face of determined opposition and prejudice half a century ago, were still regarded as a sort of unwelcome foster child in the school system.

The evening schools were first housed in old-fashioned ward rooms, in a chapel in the South End, in a bath house near the Roxbury line and in a room in the Dorchester Almshouse, and until comparatively recently any sort of accommodations and equipment was considered adequate for evening schools.

While day schools had departed somewhat from the traditional notion that anyone could teach school who was serious of face and severe of hand,— after the manner of Goldsmith's schoolmaster,— principals and teachers of evening schools, even in our experience, were selected without regard to professional training or capacity. Within our experience, too, the only books supplied evening schools were discarded day school books, and these neither suitable in content nor sufficient in number.

Through the ability, energy and aggressive measures of the first Director of Evening Schools, Mr. Charles M. Lamprey, and the painstaking efforts of his immediate successors, the deplorable standards of the old régime no longer obtain.

It goes without saying that the reforms effected were made possible only through a keener appreciation of the aims and purposes of the evening schools on the part of recent school committees, and a greater readiness to assist the evening schools by progressive legislation and increased appropriations, to the end that they might make the fullest possible contribution to the welfare of the community.

Today the evening schools are located in the best of our schoolhouses and there is no day school principal who does not appreciate that the school building with its equipment really belongs to the taxpayers and is not his personal property.

It is a pleasure for me to express to the day school principals my grateful appreciation of their generous co-operation and

ready assistance during the last few years in every measure that looked to the betterment of the evening school department.

It is only fair to state that the Schoolhouse Commission has evinced a genuinely co-operative attitude and has shown a willingness to make needed improvements and to furnish necessary equipment that would surprise those familiar only with former conditions. Most of our schools are now equipped with bookcases, filing cabinets and adequate lighting facilities. A few of the schools still require additional equipment for electric lighting, but fixtures are being installed as rapidly as funds are available. It is true that the seating arrangements in some of the evening elementary schools are still scarcely suitable for adults, yet our experience has shown that residents of the congested sections of the city, especially immigrants, prefer to attend a school in their own immediate environment, though perhaps with inferior seating facilities, rather than a centrally located school with adequate seating arrangements. Our school buildings are intended primarily for pupils of compulsory school age, and under present conditions, with the prevalent congestion, and the excessive cost of labor and materials, it would be unreasonable to expect class rooms suitable for children and for adults.

All classes of the Day School for Immigrants which are housed in school buildings have been furnished by the Schoolhouse Commission with comfortable chairs and tables and, where necessary, with blackboards.

In this connection I should like to recommend that in the erection of new school buildings plans be made to equip at least one room with chairs and tables, or with adjustable and movable furniture suitable in the day for socialized recitations, committee meetings, homemaking classes, or classes of the Day School for Immigrants, and in the evening for practical arts classes, citizenship classes, or classes for adult immigrants.

In the matter of text books, supplementary books, and educational material, the evening schools have made much advancement. Practically all day school books have been authorized for use in the evening schools, and in addition a number of books especially adapted for evening school use has been authorized. There is still need of suitable supplementary readers for use in the classes for non-English speaking persons, but the present popular and professional interest in this type of citizen-

ship training should insure at an early date a supply of suitable reading material upon American government, history, institutions and ideals.

In the selection of principals and teachers the evening schools are steadily approaching the standards of the day schools. No person is appointed to evening school service who does not hold a proper certificate of qualification issued by the Board of Superintendents. The examinations for evening school certificates have gradually been made more professional and searching, and it has been the unfailing practice of the director never to request the Board of Superintendents for a temporary certificate while any person holding a regular certificate has been available for service.

The day has gone when appointment to evening schools meant merely an opportunity to supplement a meager income, regardless of personal worth or efficiency. It is now almost universally recognized that evening schools are maintained solely for the benefit of the pupils, and the present improved standards of selecting teachers serve to emphasize the fact that evening school service is a service of serious importance and grave responsibility, a service which demands equally with that of the day schools professional qualifications and professional training.

In the selection of principals a still greater advance has been made. Not only are principals pedagogically equipped and possessed of the necessary certificate of qualification, but in addition they must evidence such executive capacity as would warrant their appointment to day school principalships. The Board of Superintendents has devised a system of rating candidates for day school principalships and from the compiled rated list evening school principals are selected. It is not claimed that the present system is perfect. It is still subject to modification and improvement, and it is to be hoped that in any revision of the present system substantially greater credit will be given to executive experience as evening school principal, in view of the fact that the qualifications of this position are most nearly comparable to those of the position for which the candidates are rated, and the further fact that a comparative rating of the executive capacity of the respective candidates as evidenced in this position is most readily made.

Anticipating the purpose of such rating, an attempt has been made during recent years to impress upon principals their

responsibility for the selection, supervision and training of class room teachers. No teacher is appointed except upon nomination of the principal and reappointments are made only after specific request of the principal in the case of each individual.

The regulation which provides that no person in the permanent day school service shall serve in the same rank or grade in the evening schools for more than five years in any period of six consecutive years purposely includes principals, and affords an opportunity for a greater number of men to furnish evidence of executive and administrative ability in a position of responsibility in our own system. It is rather interesting to note that there is no submaster on the present rated list who has not had an opportunity to serve in an executive capacity in our own system, either in charge of a day school building or as principal of an evening elementary or a summer review school.

While the overhead expense of the evening school department has been substantially diminished, the per capita cost of instruction shows a slight increase, due largely to two important improvements, — first a lengthened evening school term and second a more nearly adequate salary schedule.

The present evening school term, exclusive of vacation periods, averages approximately twenty-five weeks, beginning on the last Monday in September and continuing through the week preceding the April vacation.

While a substantial salary increase has been authorized, our salaries are lower than those of competing private institutions, and there is still need of salary readjustments in our own system. Certain ranks of the department itself have received disproportionately small increases in salary during the last few years. The present salary schedule as originally adopted recognized the parity of service in evening and summer review schools. Yet at a recent meeting of the School Committee the names of certain ranks of the summer review schools were changed, apparently for the purpose of securing salary increases. Technically new ranks were created and a salary for each new rank was established. While no criticism of the salary schedule of the summer review schools is intended, and while there is no suggestion that the new salaries are excessive or unwarranted, yet it seems obvious that a policy of raising salaries in any one department without consideration of the merits of other

departments of the service will ultimately lead to difficulties. Teachers themselves will be the first to admit that evening school service is more onerous and exacting than summer review school service. While the sessions of the evening schools are somewhat shorter in duration, yet the greater length of term, the traveling back and forth at night, and the inclement weather of the winter months combine to produce a greater physical and nervous strain. I respectfully recommend that corresponding ranks in evening schools and summer review schools be given the same title and the same salary.

Some years ago at my suggestion the former superintendent decided that no person should serve as principal of an evening school and of a summer review school during the same year. In my opinion a similar decision should be made with respect to teachers. It is physically impossible for a day school teacher to serve in an evening school, in a summer review school and in playgrounds during the same year without impairing her efficiency in one or all of these positions. In addition, there is every year a large number of properly qualified applicants for appointment to evening schools who are necessarily disappointed. I respectfully recommend, therefore, that no teachers be permitted to undertake both evening school work and summer review school work during any one school year.

It is superfluous to remark that the success and standing of Boston's evening schools are due in largest measure to the earnestness and ability of the teachers. Nowhere is a greater degree of skill in teaching shown, and nowhere can be found a corps of teachers more earnest, faithful and efficient. It is but fitting that more general and more generous recognition be accorded evening school teachers, whose knowledge of and sympathy with the aims and purposes of our evening classes have contributed so much to the success of the schools and to the welfare of the community.

I desire also at this time to express my appreciation of the co-operation and kindly attitude of the Director of the Extended Use of Public Schools. While the evening schools and the evening centers have distinctly different problems and purposes, an arrangement has been perfected whereby evening school classes may be maintained in evening centers and center activities may be housed in evening schools. It is needless to

state that such a policy of co-operation is mutually advantageous to the departments and is economically advantageous to the city.

The Evening School Department, as organized in 1917, includes the evening high schools, the evening elementary schools, and the Day School for Immigrants, all in charge of the Director of Evening Schools. The evening classes of the Boston Trade School, the extension classes of the Trade School for Girls, and the classes of the Continuation School, all formerly in the Department of Evening and Continuation Schools, are now in charge of the respective principals of these schools.

Evening High Schools.

The evening high schools, which numbered five in 1910–11, are now nine in number. The latest evening high school to be established by the School Committee was the Brighton Evening High School, which was authorized two years ago, the better to serve the needs of the rapidly growing community of Brighton. The Roslindale, West Roxbury section of the city is still without adequate evening high school facilities, and pupils are compelled to ride to Hyde Park, to Roxbury, or to the city proper, if they wish to attend an evening high school. Should the demand warrant, it would be possible to offer all evening high school subjects, except typewriting, in the Charles Sumner Schoolhouse, which will open next year as an evening elementary school.

The growth of the evening high schools in number and influence has been accompanied by a distinct change in character. In 1910 the evening high schools, with the exception of the Central Evening High School, were changed from general high schools to commercial high schools. The Central Evening High School offers both academic and commercial subjects. The number of pupils pursuing so-called cultural subjects is comparatively small, only 286 this year out of a total of 5,016, and questioning of these pupils on various occasions has disclosed the fact that most of them are taking academic subjects with a strictly vocational end in view. In other words, our evening high schools are today vocational schools, with the emphasis on commercial subjects. In 1916 the commercial character of these schools was further intensified and specialized commercial courses with definite requirements for graduation

were authorized. In consequence of the changed character of the evening high schools the course of study was revised through the efforts of principals and teachers and was ready for distribution in printed form in September, 1917. The revised course of study offers pupils an opportunity to attempt specialized commercial courses with a view to receiving intensive training for particular types of commercial work. Among the specialized courses offered are the secretarial course, which emphasizes a mastery of phonography and typewriting; the accountancy course, which includes the principles and practices of advanced bookkeeping; the merchandising course, which includes principles of business organization, selling and service to customers; and the office practice course, which includes the principles and methods of adjusting one's self to modern business office conditions, and familiarity with the principles of filing systems and labor-saving machines and devices. Commercial Spanish was authorized as a subject in all evening high schools in 1917, and last year the subject of American Government was likewise authorized.

Evening Elementary Schools.

Quite in contrast to the growth in the number of evening high schools has been the experience of the evening elementary schools. In 1915–16 there were twenty-one evening elementary schools. This year there were, exclusive of branches, only nine. As indicated by the registration tables shown on page 37 the influence of war conditions is most noticeable and the decrease in enrollment is most marked in the case of the evening elementary schools. For a number of years these schools have been to all intents and purposes schools for immigrants, and with the opening of the war immigration practically ceased.

The evening elementary schools were originally intended to serve the needs of pupils who entered employment before completing the regular day school course, and who wished an opportunity to obtain an elementary school diploma.

With the raising of the compulsory school age from twelve to fourteen and with the establishment of the Continuation School, which provides for children between fourteen and sixteen who are in employment, the original purpose of the evening elementary schools was rendered less significant, although this year 256 pupils of the Continuation School

attended these schools for the purpose of attempting to secure diplomas. A still greater change in the purpose and character of these schools was caused by the influx of immigrants who came to America at the rate of a million a year just before the war. Of these immigrants illiterate minors between sixteen and twenty-one are compelled by law to attend evening schools. In 1914–15 over five thousand illiterate minors were enrolled. Last year there were only 367 and this year the registration reached 427. The slight increase this year is due first to the resumption of immigration on the part of Italians, Greeks and Portuguese, and second to the change in the school laws made last year to provide that no person shall be employed who does not possess a knowledge of English equivalent to that required for the completion of the sixth grade instead of the fourth grade as formerly. It is obvious that were immigration not resumed, we should have comparatively few illiterate minors to instruct next year. While many have acquired sufficient knowledge to pass the literacy test, the mere lapse of years would practically eliminate minors from consideration. An illiterate minor who was sixteen years of age in 1914–15 has now attained the age of twenty-one.

On the authority of the Commissioner of Immigration we can safely predict a constantly increasing stream of immigrants during the next few years, and of these new immigrants, if we are to judge by the experience of the present year, many will be minors. It is some satisfaction to note that as preparation against the day of increased immigration, Boston has worked out a comprehensive and effective system of registering and of checking the school attendance of these minors, and too much credit cannot be given to the attendance department for the efficient manner in which the regular school attendance of illiterate minors has been insured.

As a further preparation for the new immigration it would seem to be advisable to petition the Legislature to modify the present laws governing employment and school attendance of illiterate minors to the end that every resident of Massachusetts between sixteen and twenty-one years of age shall receive adequate instruction in the English language. At present there is some discrepancy between employment laws and school attendance laws. Only illiterate minors in certain kinds of employment are bound by employment laws, and while

the school attendance laws are general in their application, judges have been loath to impose penalties in cases that do not come within the purview of the employment laws.

It would seen desirable, also, that the Americanization Act, enacted last year, by which the Commonwealth has obligated itself to reimburse cities and towns for half the cost of maintenance of classes for adult immigrants, should be broadened to include in its provisions illiterate minors between sixteen and twenty-one. It is rather anomalous that cities and towns, should receive reimbursement for instructing adult immigrants whose attendance at school is wholly voluntary, and should be denied reimbursement for classes for immigrants under twenty-one years of age, especially when the statutes make the establishment and maintenance of evening schools for such pupils mandatory and the attendance of such pupils compulsory.

In 1913-14 practically the same number of minor and of adult immigrants attended evening classes for non-English speaking persons. This year the adults outnumbered the minors two to one. There is, of course, a certain measure of encouragement in the knowledge that adults have responded to the appeal of the schools in relatively greater numbers than formerly, yet in view of the efforts made to attract pupils and in view of the number of residents of Boston who are sadly in need of instruction in English, it must be confessed that the results as a whole are far from satisfactory. No effort has been spared to acquaint non-English speaking people with the advantages and opportunities afforded by our evening schools. Advertising campaigns have been prosecuted with the utmost vigor. Various public, semipublic and private organizations have given generous assistance. The press, both English and foreign, has rendered effective co-operation. Posters have been placed on the dashboards of street cars, screens have been displayed in motion picture houses, and circulars printed in foreign languages have been distributed.

Continued emphasis has been placed on instruction in citizenship and a new course of study in citizenship has been placed in the hands of the teachers. The plan of co-operation with the United States Bureau of Naturalization for giving the needed instruction to applicants for naturalization has been continued, and throughout the system an attempt has been made to give greater prominence to the work our evening schools have always done in leading our foreign-born pupils

into a better knowledge of American ideals and institutions, to the end that with a sympathetic understanding of their own environment and with a fuller appreciation not only of their rights and privileges but also of their duties and obligations, they may contribute their full share to the welfare of the community.

Our evening schools, however, not in Boston alone, but throughout the nation, have failed to reach immigrants in sufficiently large numbers. Evening school officials and teachers are the first to acknowledge this fact. It should, however, be stated that this failure is in very large part due to conditions over which the schools have little control, and is in no sense a reflection on the earnestness, or the efficiency, or the devotion of evening school workers. The workers themselves realize the limitations in this field and appreciate the necessity of a more comprehensive program of immigrant education. Reference to this matter will be made later in connection with the development and outlook of classes for adults in the Day School for Immigrants.

Besides the classes for young persons who leave day school before graduation and the classes for immigrants who receive instruction in English and citizenship, the evening elementary schools also include classes which offer instruction to women in cookery, dressmaking, embroidery, millinery and home nursing. These classes are called home-making classes or practical arts classes, and under the provisions of chapter 106, Acts of 1912, the city is reimbursed by the Commonwealth for one-half the cost of their maintenance.

War conditions have given a decided impetus to classes of this character. The shortage of food, for instance, and the necessity of thrift are primarily responsible for the canning classes established within recent years. As an extension it is planned to conduct during the summer certain of these classes in the daytime in conjunction with the gardening activities of the Manual Arts Department. The influenza epidemic brought home to many the desirability of receiving instruction in the rudiments of the care of the sick at home, and classes in home nursing were established. The emphasis placed on thrift and the excessively high cost of labor and materials induced many to join classes in dressmaking and millinery. During the year an extension of this work was authorized and one class in millinery was conducted in an elementary school during day school

hours. It is probable that many women find it more convenient to leave their households during the afternoon than during the evening, and I would respectfully recommend that practical arts classes be established during day school hours in such sections of the city as the demand would seem to warrant.

Quite a unique innovation in the evening elementary schools was the establishment of classes in lip reading in 1917. These classes are attended by persons who are either totally or partially deaf and who receive excellent instruction from our Horace Mann School teachers, under whose guidance the eye is trained to associate certain movements of the lips and tongue with certain sounds, and pupils acquire the power to interpret these motions of the mouth into words and sentences. These classes accomplish an incalculable amount of good for persons whose hearing is impaired, and help to overcome the greatest loss deaf persons suffer, namely, the loss of understanding speech.

Day School for Immigrants.

Classes for non-English speaking persons have been conducted in the daytime since 1911. Originally these classes were grouped with the other classes of what was then the Voluntary Continuation School, and formed part of the Department of Evening and Continuation Schools. In 1917, with the reorganization of that department, these classes, which had been greatly augmented were transferred to the Evening School Department, and a separate school designated as the Day School for Immigrants was established in this department. These classes, which were first housed in rented quarters at 48 Boylston street, were conducted both morning and afternoons for hotel employees and others whose hours of employment precluded the possibility of attendance at evening schools. Similar classes in the same quarters have been since maintained, and in addition other classes have been organized and conducted. Since 1915 classes for mothers have been conducted in school buildings. Classes for employees have been conducted with the co-operation of employers in mercantile and commercial establishments. Classes for adult immigrants have likewise been conducted in community centers and in the headquarters of social organizations. Certain classes have been conducted during the evenings when evening schools were not in session,

and this year summer classes have been authorized. In fine, the evening school department has been given authority to open classes for instruction in English and in citizenship for residents of Boston wherever the demand warrants, in any section of the city, in any suitable accommodations, school buildings, factories, stores or elsewhere, at any hour of the day or evening.

Of the classes maintained under this authorization those for mothers are especially successful and especially necessary. The immigrant boy is compelled to attend day schools and the immigrant men attend evening schools under the stress of the necessity for learning English, while the mother remains at home to care for her family and to attend to her household duties. As a consequence, her husband and her children soon outstrip her in their knowledge of the English language and of American ways and customs. No facilities had existed previous to this time for enabling mothers to keep abreast of their children, and the consequent handicap made itself felt both in school life and in home life. The children, with the superior knowledge of English, have taken advantage of their mothers, and the mothers have been unable to do their full share in the training of our future citizens, for the home, of course, must contribute the most to such training. The family life itself was threatened by the pseudo-Americanization of the children, for the children felt themselves superior to their parents and especially to their mothers, and the schools were blamed for fostering contempt for parental control and were accused of menacing the family life.

The purpose of these classes is to enable mothers to keep abreast of the progress of their children and to afford an opportunity for them to learn English at the only time at which they can be spared from their home duties. The classes are held during the hours when the day schools are in session and when the children of school age are in school. Volunteer kindergartners care for the younger children in a room provided for this purpose and thus the mothers are relieved of home duties and are enabled to get away for their instruction in the afternoon. The mothers have been most enthusiastic and rarely miss a day from the classes, and this innovation has proved an unqualified success.

In view of the assurance that suffrage for women will be an accepted fact perhaps before the opening of the next school

term, these classes and classes in citizenship for women will continue to answer a pressing need, and will undoubtedly grow in number and in importance.

The Day School for Immigrants had this year an enrollment of 1,312, a number, it is interesting to note, which exceeded the number of adult immigrants who registered at the evening elementary schools. Fifty-two different classes were conducted in various sections of the city.

The remarkable growth and the successful accomplishments of the classes of the Day School for Immigrants are the more gratifying because of the numerous difficulties and handicaps which militate against progress.

In the matter of accommodations in school buildings, classes have been handicapped by lack of suitable rooms and in certain districts it has been impossible to establish classes. While nothing has been allowed to interfere with the advancement of the day schools, day school principals have been keenly interested and largely instrumental in the organization and maintenance of classes for immigrants in their respective districts, and much of the success of these classes is due to the assistance and co-operation of the day school principals, whose counsel and advice have at all times been most beneficial to the director.

In the selection of teachers the department has been seriously handicapped. Classes are generally in session on only two afternoons each week and most of them on the same afternoons, and teachers are necessarily employed on a part-time basis. Teachers available for substitute service have been greatly in demand for full-time employment in our regular day schools, and as a consequence our selection of teachers has been largely confined to those formerly in the permanent service who could devote two afternoons each week to this work, or to those without sufficient experience in classes of this character. In the classes for mothers, for example, kindergarten teachers acquainted with the needs of the mothers in their districts were often selected despite the fact that they were comparatively unfamiliar with the instruction of immigrants. A course of training for such teachers was established and weekly conferences were held for the purpose of discussing problems and difficulties as they presented themselves, and of offering practical suggestions as to method and procedure at the time when such suggestions contributed most to the development of a successful

technique in teaching, for, after all, the training of the worker on the job is the most effective type of training.

In the matter of supervision no slight difficulties presented themselves. The number of classes exceeded that of most regular day schools. These classes were scattered throughout the entire city. Many of them assembled at the same time. It would be physically impossible for any one person to attempt anything approaching adequate professionally helpful supervision of these classes, so widely separated, and so often conducted simultaneously.

During the last two years Miss Ethel D. Hodson and Miss Caroline A. Shay have been assigned by the Superintendent on part-time to assist the director in the organization and supervision of these classes. It is but simple justice to state that the credit for whatever educational advancement the Day School for Immigrants has achieved is due to the inspiration, the judgment, the tact, and the invaluable practical suggestions and assistance of these two eminently superior instructors.

There is every likehood that the number of classes in the Day School for Immigrants will be greatly augmented with the coming of new immigrants, and port officials are authority for the statement that the number of immigrants is now limited only by the capacity of the boats. I should respectfully recommend, therefore, that consideration be given to the appointment of a permanent supervisor of immigrant education, whose duties should include the supervision of instruction in classes for immigrants both in the Day School for Immigrants and in the evening elementary schools, the formulation of courses of study in co-operation with trained teachers, and the conduct of practical training courses for inexperienced teachers. Classes for immigrants who are over twenty-one years of age are now subject to state aid and to state supervision and it is only reasonable to expect that the State Department of Education will adopt in classes for immigrants the same procedure that has been followed in state-aided practical arts classes, one of the requirements of which is the appointment of a local supervisor. In this connection I should like to suggest also the desirability of authorizing as part of the curriculum of the Boston Normal School special courses for teachers of immigrants similar in scope and character to the courses now offered for other specialized types of teaching.

The need of a permanent supervisor and of suitable training

courses for teachers will be felt in both day and evening classes, if the work of immigrant education is to be properly developed and if Boston is to maintain its present successful leadership in this work. Should immigrants arrive in the numbers that now seem probable, a still greater improvement would be feasible, namely, the appointment of a permanent corps of teachers of immigrants at an adequate annual salary. There are objections to the present policy of employing day school teachers for evening school work, but under present conditions such a policy is the only one possible. I am confident that the future policy will be the appointment of permanent teachers of immigrants, some of whom will serve mornings and afternoons, some, mornings and evenings, and some, afternoons and evenings.

I do not urge the immediate adoption of such a policy. I do not believe that such a policy would be practicable except as an experiment until immigrants have arrived in much greater numbers and until the Day School for Immigrants is securely established and its needs and accomplishments are generally recognized. Such a policy is, however, one of the future steps in the growth of a comprehensive system of immigrant education. It should naturally follow the appointment of a permanent supervisor and the establishment of a professional training course, both of which innovations I strongly recommend as necessary at the present time.

Respectfully submitted,

M. J. DOWNEY,
Director of Evening Schools.

APPENDIX D.

REPORT OF THE DIRECTOR OF THE EXTENDED USE OF THE PUBLIC SCHOOLS.

Mr. Frank V. Thompson,
Superintendent of Public Schools, Boston, Mass.:

Dear Sir,— This past year has been one of greater service, prosperity and expansion for the Department of the Extended Use of Public Schools.

The wider use of the school plant has been pushed with much vigor this past season with the result that the citizens of Boston, heretofore conservative in recognizing and grasping the many privileges that awaited them in the community use of school property, have finally awakened to their opportunities and are now using the public school buildings in rapidly increasing numbers.

Some idea of how largely our city schoolhouses have been utilized for the leisure-time activities of the people this past season may be gleaned from a study of the season's statistics bearing on this point, which show that in all eighty-three school buildings have been open, afternoon and evening, for various purposes; seventy for meetings of citizens, parent-teachers, alumni associations and similar groups, and thirteen for the larger, more regular club and recreational work conducted in the school buildings, known as "School Centers," "The Community Service Stations of Boston."

While the number of buildings might serve as a criterion, still the number of persons attending offers a better basis from which to judge the success that has marked our year. In this respect it is a most gratifying thing to note that in non-school center buildings about 68,000 persons have attended, while in the school centers themselves almost one-half million people have entered to participate in and enjoy the many varied privileges and activities offered and carried on therein.

Most of our time and attention has been devoted, of course, to the promotion of the school centers, for it is here that the

most telling community service is rendered and school property put to its greatest usefulness. "Something for Everybody — Everybody Welcome" is the slogan under which the school centers operate. So popular have the centers become that it was found necessary this past season to open up branch centers in which to accommodate the overflow work of the main buildings. In one instance a branch center prospered and grew so well that we were obliged to organize and assign a separate staff, independent of the parent center, to properly conduct the work there.

A shortage of funds prevented the proposed establishment of additional centers in the outlying districts from which calls have come, but it is hoped that another year will see a larger appropriation with which to expand in those directions.

The practice, started a year ago, of having some program or other in the auditorium every regular night a center was open, was followed again this year with the logical outcome — greater serviceableness and larger patronage. Concerts, lectures and entertainments, motion pictures, church and charity benefits, district nursing, health and baby hygiene rallies and mass meetings of various kinds drew capacity audiences. Time and again a crowded house was present. These hall programs in most cases included community singing, for nothing it seems draws folks into a feeling of neighborliness and friendliness toward one another quicker than does mass singing. Taught last year by song leaders to sing old familiar melodies and songs of Americanism, audiences were left to themselves this year night after night to sing, unled, the words of the songs being thrown on the screen.

A thrift program was presented in the various centers which did much to further that worthy campaign.

The unexcelled facilities of our spacious, well-equipped gymnasiums attracted to the centers social and fraternal organizations seeking clean, wholesome accommodations for basketball games and dances. The returning service men, members of the American Legion particularly, flocked to our centers where every effort was made to welcome and help assimilate them into the community through the medium of these active gymnasium games and assemblies.

That vital, constructive and interesting work of the centers, namely the housing, organizing and conducting of clubs and groups in the class rooms made big gains this year, too. More

clubs, bigger clubs and better clubs have met this year — at times some of the centers did not have rooms enough for the groups that wished to meet there. Self-government and self-support featured this phase of center life; volunteer leadership and unpaid service contributed much to the success of these groups as they always have done to the centers generally.

The Trade Union College of the Central Labor Union was conducted for the second year under center auspices, a transfer of the classes being made, however, early in April from the High School of Practical Arts to the Abraham Lincoln School in town, the latter a much more accessible place for the students than the former location in Roxbury had been. The Trade Union College is conducted "in the belief that the development of the unlimited resources of organized labor will be fundamental in the reconstruction of the social era. It desires to instruct by means of discussion as well as to inform by imparting knowledge." The courses included English composition, practice in discussion, philosophy, history and government, law, economics, labor and physical science. To these were added at the beginning of the spring term a recreation class and a class in gymnastics and aesthetic dancing, together with other social activities arranged by the students. All trade unionists and members of their families were eligible to the courses and others were admitted with the approval of the Trade Union College committee.

The great work of Americanization — the breaking down of racial, religious and social barriers, and the blending of the best ideals of the old world and the new — continued to be the impelling motive, as usual, behind everything the centers conducted throughout the year. The following examples, however, illustrate special lines followed toward that end.

During the fall months managers and associates assisted the State Bureau of Immigration, Department of Alien Education, in arranging and directing lectures and musical programs for foreign-born people in center halls. Later on in the year the State Department of Education, Division of University Extension, Visual Instruction, was accorded similar courtesies.

In conjunction with the Service Unit of Boston, a constructive series of "Building a Nation" programs, or "Selling America to Americans" was devised and presented in the different centers throughout the winter months. This series consisted of motion pictures and slides of events that have contributed

to the making of this country, mass singing by the audiences of songs in harmony with the program, "silent talks" on the screen conveying constructive comments and information relative to the national problems of the day by means of slides and other suggestive patriotic features. Each program covered a separate period in the national development of the United States as follows: Program A.—"The Founding of America," to help us renew our knowledge of the foundations of American citizenship. Period, from the discovery of this continent to the establishment of the United States government. Program B.—"American National Development," to show the advance of the United States towards national unity. Period, from the first president, through the Civil War and to the World War. Program C.—"The Problems and Glories of American Democracy," presenting constructive features of the United States from which to gain a renewed appreciation of the advantages of being Americans. Period, from 1914 to the reconstruction period of today.

"Make Friends with an Alien" Week, conducted in February by the Suffolk County Americanization Committee of the American Legion, owes some of its success to the aid and assistance rendered by the centers. The Knights of Columbus and the Foresters of America were similarly helped in their Americanization programs. Likewise the Mayor's Committee on Americanization found the centers to be sources of no little support and helpfulness at different times, as did the Americanization Committee of the Boston Chamber of Commerce.

Receptions to foreign-born women were held in different sections of the city under the auspices of the women's clubs of the centers; these receptions doing much, no doubt, to bring together into a feeling of friendship and equality the American and foreign-born folks of our city.

In step with the times and to afford a hearing to all sides on public questions as well as to provide expression for the deep feelings and emotions of the people to the advantage of the community rather than to its detriment, open forums were established and maintained in the centers during the year. These forums were organized and managed by committees of representative men and women in each district and presided over by safe and sane leaders. The names of some of the speakers and the topics discussed follow:

Senator David I. Walsh.— "What Congress is Doing to Aid the Americanization Movement."
David Goldstein.— "The Right and Wrong of Trade Unions."
Lieut. Bruno Rosselli.— "Behind the Scenes in the Italy Jugo-Slav Drama."
Mrs. Mary Church Terrell.— "Uncle Sam and the Sons of Ham."
Dr. Moissaye J. Olgin.— "Main Trend of Russian Political and Social Movements."
Rabbi Harry Levi.— "The Heritage of the War."
You Chan Yang.— "The Shantung Question."
Rev. Abraham M. Ribbany.— "Western Asia."
Talcott Williams.— "The American Solution of the Labor Problem."
Rev. William Harmon van Allen.— "America and the Red Peril."

In an endeavor to build up the centers by united effort, a series of joint meetings and conferences of the advisory boards, managers, associate managers and center workers was introduced with much success toward the end of the season. In fact, so fruitful did these meetings and conferences turn out to be that they will undoubtedly become a fixture in the annual program of the department.

An event of considerable interest in this year's calendar was the championship debate on the question "Resolved, That the President of the United States Should be Elected by Popular Vote." The two teams that competed in the final debate were selected after a series of trial debates and the center whose team earned the decision of the judges was awarded a suitable trophy donated by the centers through joint contributions.

Co-operation and reciprocation characterized relations between this department and the regular teaching force again this year. The evening school staff particularly have been very helpful, for it was through their hospitality that center groups which could not be accommodated on regular center nights have been able to jointly occupy buildings along with evening school classes.

In closing, I desire to acknowledge and thank the School Committee, Superintendent Thompson and Assistant Superintendent Brodhead for their active support and co-operation throughout the year.

Respectfully submitted,

JAMES T. MULROY,
Director.

APPENDIX E.

REPORT OF THE DIRECTOR OF HOUSEHOLD SCIENCE AND ARTS.

Mr. Frank V. Thompson,
Superintendent of Public Schools, Boston, Mass.:

Dear Sir,— During this school year the teachers of the Household Science and Arts Department have taken up some new projects and have extended and developed others within the last year or two. The high cost of food materials and textiles has been a great hindrance to the extension of our work, nevertheless a good showing has been made.

During the last week of March an exhibit of art work was held at the Wentworth Institute in connection with the convention of the Eastern Arts Association, to which the Department of Household Science and Arts was asked to contribute, together with other departments of the Boston schools. Having, as they thought, so little of what was really new to show, the teachers of this department did not accept the invitation as gladly as they might have done in other years. However, many phases of work were exhibited and received much praise for their excellence.

The teachers of domestic art in high schools and the sewing teachers of the elementary schools were asked to send in six pieces of work then on hand — actual representative class work and not prepared for the occasion. A great variety of dressmaking and millinery came from the High School of Practical Arts and from the Dorchester and Hyde Park High Schools, where this work is taught. The dresses and hats exhibited, all designed, drafted and made by the girls of these classes for their own use as well as for the mothers and sisters at home, were greatly admired. Demonstrations of dress drafting and hat making were also given by classes during the exhibit. It should be added that some of the hats and dresses exhibited were made by the girls for wear at their own class day or graduating exercises. Dresses and hats range in price

from $2 to $6. The cost of all materials was estimated and the bill for findings pinned to each garment exhibited. In many cases it was hard to believe they had been made by amateurs, they were so well done.

The simple white graduation dresses, the cost of which individually was hardly more than $3, attracted much attention, and a wish was expressed by many that a movement toward simplicity in graduation dresses such as these, might extend to all graduates.

The hats were planned to carry out the color scheme of the dresses, and were equally well made and inexpensive. In many cases old materials were cleansed and dyed for use in making and trimming these hats, thereby saving the expense of high priced, new materials.

From the grade schools simple garments of all kinds were exhibited, as well as home mending, darning, patching and the making of practical household articles. One new feature of the work in school this year was the emphasis placed on thrift lessons or household economy. A variety of articles useful in the home were made from worn garments. A great deal of credit is due the teachers for planning and carrying out ideas along these lines.

Incidentally, it may be said that it is a pity sewing must be dropped in the sixth grade to make way for cookery in the seventh and eighth grades. The ideal condition would be to carry this work through each grade even in connection with cookery work, if there were time to give to it. Many of the masters have expressed this opinion.

Household Science and Cookery.

The high school household science work and the elementary cookery work were principally represented at the exhibit during the Eastern Arts Association convention by printed charts telling of the plans and projects that are being tried out in these classes. It was out of the question to send cooked food from all parts of the city and have it reach the exhibit in good condition. The High School of Practical Arts, however, sent some cooked food and also gave a demonstration for the benefit of the visitors.

Cards explaining the different plans of work in the household science classes of high schools were shown. These included menus for a family of six, which were planned and worked

out in class. The pupils reported on the food value, cost of all materials used, and the price per person for each meal. Work on household accounts, family budgets, etc., which these girls are expected to do since they are to be the future homemakers, was also shown in full. Special stress is placed on this work during the year as it is quite necessary for them to know how to plan and spend the family income to the best advantage.

The exhibit also included ideas on the planning and decoration of the modern house, as well as class work on home sanitation and household chemistry.

Home Cookery.

An extension of home cookery in the grades during the past year was reported on at the exhibit. Girls are now permitted to cook a family quantity in the school kitchen, with the provision that the food so cooked must be in accord with the course of study or the day's lesson. The school kitchens having only a limited number of large cooking utensils and a limited baking equipment, only about eight girls are allowed to cook a family quantity at each lesson. However, each girl is given her turn, which comes about once in three lessons. The girls bring their own food materials and the cooked food is taken home for the noon or the evening meal. From September, 1919, to April 1, 1920, about 4,000 family quantities were cooked in addition to the regular day's lesson.

This work has helped the homes very much, especially in districts where the mothers are obliged to work and the school girl has to prepare the noon or evening meal. The children at home are fortunate if sister is a member of the cooking class, because they have a well-prepared hot dish for their meal. The arrangement also saves the mother's time and strength, economizes on the family fuel and promotes the health and well-being of the family generally.

The parents in one district reported on the home work cheerfully done by the girls, and on the extended use of milk. Some of these reports were exhibited and proved very interesting to the visitors. (Report on milk follows, page 66.)

Special Work for Foreign Children.

Another feature of this year's school program brought out of the exhibit was the special work planned for the homes of

Hebrew and Italian children. In the districts where girls of these families attend, they are allowed to make up their own menus which are used for class discussion as to food values and cost. The best menus are then cooked. Costs are estimated for a family of six, and the cost per person worked out. The same plan of menu work is carried on in other districts for our American families.

Intermediate Classes.

One new feature of work in the practical arts course of the intermediate schools was correlation of cookery with geography, arithmetic, science and hygiene. This was also shown at the exhibit. Clippings from the daily papers relating to sugar shipments and movements of other products were brought into class and commented upon, and questions were asked as to the location of sources of supply. Food chemistry, the care of perishable foods, substitutes, etc., was also discussed.

Two very interesting cards were exhibited which attracted much attention; one on the advanced cost of some food materials since 1914, and the other on small economies. See pages 64, 65, 66.

Specimen cards from the federal and state agricultural departments on thrift, health, home gardens, etc., which had been distributed to the teachers from time to time, were also shown. These had been used and commented upon in class during the year so that the pupils might instruct the family regarding the matters with which they dealt.

Laundry Work.

The laundry work done by the girls in one of the schools furnished an interesting feature of the exhibit. It was explained that the pupils bring from home shirt waists, cotton dresses, shirts, table cloths, napkins and towels, and that these are washed, starched and ironed under the supervision of the teacher and then taken home.

The Feeding of Anæmic Children.

So many children of the schools were anæmic after the influenza epidemic that it was found necessary to feed them in order to build them up and re-establish their health. Highly nutritious food was cooked and served in two school districts.

This food was given for a recess luncheon. In a short time these children showed a marked improvement in weight and strength. About 11,500 children were fed during the school year. This work has now been given up in the school kitchens of these two districts as it interfered with class work. Then, too, it was unnecessary for us to carry it on longer, as the Food Economy Kitchen on North street now furnishes recess luncheons in all districts where the master requests. As the materials used in the kitchen are purchased direct from the large markets, and as the equipment is large enough to cook for hundreds at a time, the food can be sold cheaper than we could sell it and the school work is not interfered with. This work was also shown at the exhibit.

Prevocational Work for Girls.

In September, 1919, a new project was introduced into this department, namely, the prevocational work for girls. Plans and specimens of work of various kinds done by the girls of prevocational classes were displayed at the exhibit. For more than seven years we had a form of prevocational work which, both in industrial and homemaking directions, showed excellent results, but it did not seem to fit closely enough into the academic subjects. For this reason, the assistant superintendent in charge of the department recommended that the work be placed on a different basis, or planned so that the special work could dovetail better with the academic work.

The pupils of these classes are principally those who find it hard to grasp academic work but who seem to have a natural aptitude for hand work, and also girls who must leave school early to go to work. The prevocational academic teacher has a six-hour school day, with forty-five pupils divided into three sections of fifteen pupils to a section. She plans to keep two sections in her room for academic work while the third section goes out for special work. Each section has two hours of special and four of academic work each day, the work in the special classes being related to the academic work as closely as possible. The special work consists of renovating, dyeing and making over all kinds of worn garments into children's clothing or household articles. Special stress is placed on home economic work. Instruction is also given in the study of commercial patterns and power machine work; the girls are taught

how to make dresses for themselves as well as for other members of the family. They are also instructed how to prepare, dye and weave rag rugs, as well as how to prepare, cook and serve simple family meals.

The rugmaking at the exhibit was an attractive feature. The rugs made were for home and hospital use. The Red Cross had sent new rags left over from the many garments made in their rooms. These were dyed by the girls so that they might have harmony of color and variety of shades. They were then stripped into the desired width and rolled into balls all ready for weaving.

A demonstration of the work at the exhibit showed the different steps taken in the preparation and weaving of the rugs. When the rug was finished it was left for examination.

During the past school year thirty-nine rugs have been made and garments to the number of 2,450 have been either made outright or mended and remodelled.

In connection with the special work given to these girls during the year, they have also had lectures on mother-craft, first aid and home nursing given by the assistant director of the department. These lectures have proved to be of much interest to the girls, as the compositions written on these subjects show.

The academic teachers in these classes have correlated the lessons in arithmetic, geography, drawing, dictation, spelling, language, composition, science, hygiene, etc., with the work of the special teacher. They have also given lessons on how home conditions could be improved; for example, on the destruction of household pests, the making of home gardens, etc. In all phases of this work excellent results have been shown. Specimens of all kinds of work, both industrial and academic, were shown at the exhibit.

Masters who have had these classes in their districts have spoken of the marked improvement in the girls. The pupils have been happier in school this year than ever before. They have seemed to grasp the academic work better as it was presented in connection with the industrial work. It is the opinion of the masters that this work should be extended as it not only helps the girls themselves, but benefits the homes.

We who are especially interested in girls' work would also be glad to see this work of prevocational classes extended, so that every master who desires it might have the opportunity

of introducing it. While we are desirous of helping all girls so that they may be able to keep well-ordered homes and take care of the family cooking and sewing, we want to do much more for those girls especially who are only to remain in school for a short time. If they are less fortunate than the majority of girls in not being able to continue on into the high school, then it seems as if we who are connected with a great school system should find some means of giving them all the advantages possible for the few years that they remain in school. Girls going on to high school, Normal School or college receive a great deal of attention from our system. Sometimes it almost appears as if it were planned for them exclusively. We should remember those other girls who are going to furnish such a large part of the mothers and women workers of the future, and do all we can for them while they are with us.

Small Economies.

Measure accurately! Measuring is a valuable aid to economy, besides you get better results.

Turn gas off even if you are going to use it soon again. Matches are cheaper than gas.

Save gas! Use a fireless cooker made from a wooden box and newspapers to do boiling and stewing.

Save matches by using partly burned ones again.

Save coal! Never have the fire come above top of lining. Do not dump coal on fire from hod, shovel it on.

Be careful of the water supply. Heat only what water you need and thus save water and gas; in replenishing kettle draw only what you think will fill it.

Use the water from boiled potatoes, rice or macaroni for mixing bread or making soup.

There is no waste or food material in steaming cereals; there is a saving of time and trouble if you steam them, as you need not stir them, and they cannot burn.

Pare apples and potatoes thinly; or cook potatoes unpared and peel when done.

Make jelly from apple parings, or if allowed to remain in cold water until fermented you will get excellent vinegar.

Dry bits of bread and save to use in pudding, stuffing, crumbing fish and oysters, in griddle cakes, muffins and bread; also for layers in scalloped dishes.

Dry celery tops and keep to flavor soups and stews.

Use only a dusting of flour on board when kneading dough.

Brush sides of empty flour barrel with a clean, stiff brush and measure the flour which might have been wasted.

Drain egg shells well! A dozen undrained shells hold what would equal one whole egg.

Get what you pay for! Take the trimmings of fat or meat; the claws and tips of wings of fowl; the head of fish.

Use the head of the fish to make stock for chowder.

Save utensils! Measure dry things first.

Save yourselves! Don't slop; don't drop crumbs, etc., on the floor. Wipe utensils that held flour or other dry materials.

Try out scraps of fat and use for frying, shortening, greasing pans, and soap.

Don't waste soap by allowing to remain in the water; don't make more lather than is necessary.

Save fat by rubbing pan with raw potato when frying griddle cakes.

Spread butter evenly and thinly on bread and not in extravagant lumps.

Much butter is saved by scraping all butter from the paper in which it comes wrapped, or the thorough scraping of butter dishes.

Great waste of food occurs when cooking utensils are not well scraped; it prevents a clogged waste pipe to scrape them.

Scrape all dough from bread pan; it is wasteful and slovenly to put it to soak covered with dough.

In sweetening beverages use only enough sugar to sweeten and avoid the waste of sugar represented by the layer so often found in the bottom of cups, which took no part in the sweetening.

Use little or no sugar on cereals; our bodies do not need nearly as much sugar as we use. Help your own stomach by saving sugar.

Exposure of food to heat and dust causes waste.

Do economic justice to your foods! By proper mastication we eat less and yet satisfy our appetites.

It saves food as well as doctors' and dentists' bills to use the teeth for the purpose for which they were given us.

Use left-over squash, potatoes, rice, in griddle cakes, muffins, bread.

Scald milk to keep it sweet for a day or two.

To spend five cents a day unwisely is to throw twenty dollars a year out of the window.

Save mother!

Comparison of Prices of Various Articles of Food.

	1914.	1920.
Butter, per pound	$0 36	$0 76
Best eggs per dozen	65	1 00
Milk, per quart	07	16
Crisco, per can	25	37
Molasses, per gallon	60	1 40
Rice, per pound	10	16
Flour, per bag	85	2 25
Potatoes, per peck	40	1 20
Granulated sugar, per pound	06	28

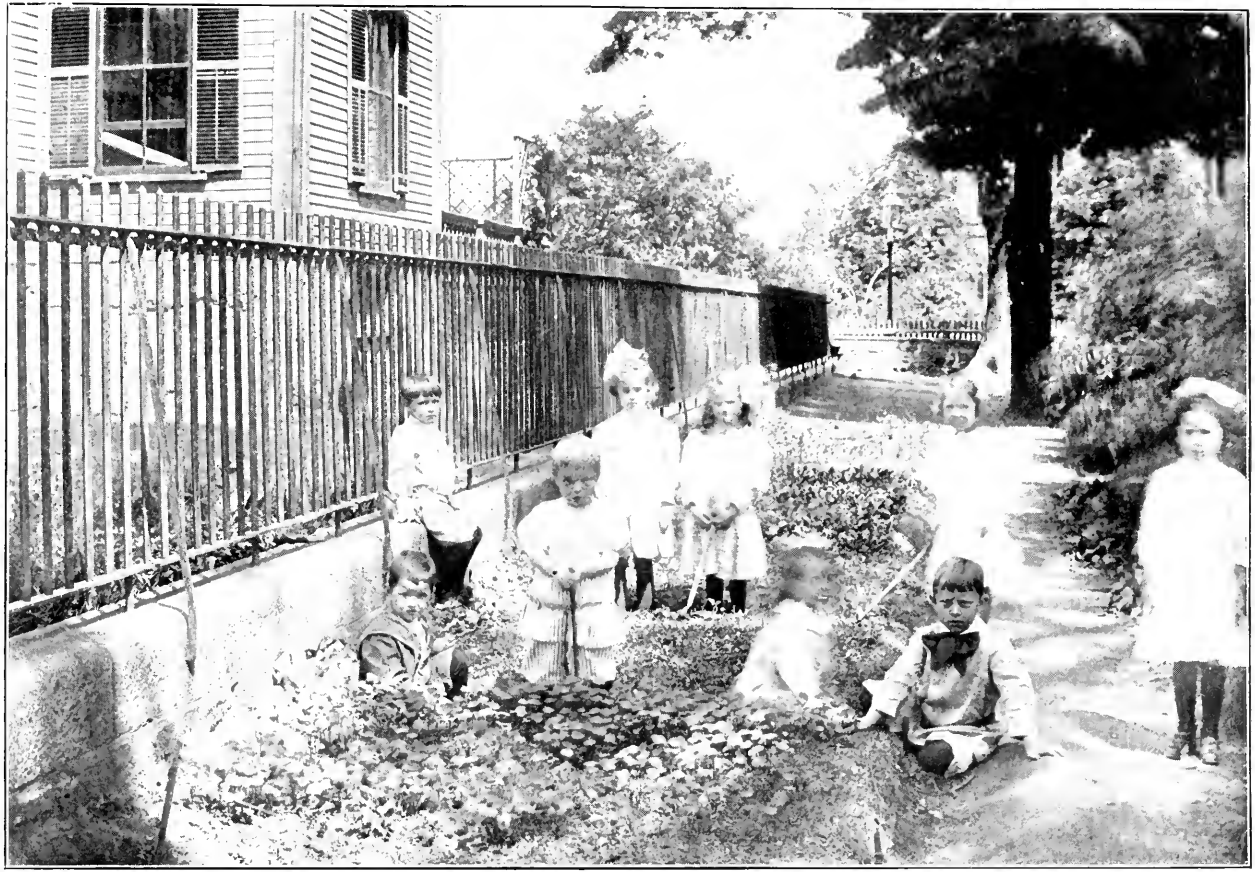
Results of Campaign for the Extended Use of Milk, Carried on by the Teachers of the Household Science and Arts Department.

In a class of 300 girls:

104 drink one pint of milk a day.
31 drink one quart of milk a day.
57 require less sweets.
34 improved in report marks.
29 gained in weight.
4 not so nervous.
6 not tired in morning.
8 reported no headaches.
4 get up earlier.
1 no pains after exercise.
1 requires less pastry.
61 feel better.
7 sleep better.

Respectfully submitted,

JOSEPHINE MORRIS,
Director of Household Science and Arts.



THE CHILDREN'S GARDEN.—HILLSIDE KINDERGARTEN

APPENDIX F.

REPORT OF THE DIRECTOR OF KINDERGARTENS.

Mr. Frank V. Thompson,
Superintendent of Public Schools, Boston, Mass.:

Dear Sir,— In compliance with your request for a report on the work of the Kindergarten Department during the past year, I respectfully submit the following:

A casual observer in a kindergarten once said, "This does not look like a school, but the children are living their lives to the full."

We have endeavored to give the children in the Boston kindergartens opportunity to "live their lives to the full" by providing experiences, materials, and as much freedom as seemed wise, which should satisfy their instinctive eagerness to know, to do, and to find an outlet for self-expression.

The past year we have tried some experiments with a freer type of work and I quote here from reports sent me by some of the teachers interested in these experiments:

I. Experiments in Free Work, William Lloyd Garrison Kindergarten.

When we began the free work, we noticed at once three striking contrasts to the work of the former method. First, the large quantity of material with which the children eagerly supplied themselves; second, the natural forming of groups for work; third, the sustained interest with which each child applied himself to the task of his own choosing. The children gathered up the materials, as though hungry for as much as they could take. They used many blocks, and decorated their buildings with rings, adding sticks for flag poles, etc. They seemed to desire a large amount of material regardless of any plan for its use. This phase soon passed, however, so that, although they continue to build with many blocks, they take them from the shelves only as needed. They build with a very evident plan, although often the result is a much cruder form of building than the neat, finished little forms which we formerly suggested. They have much to tell about their work,— the placing of each block has been with a purpose. "Here is a hospital," says one of a group of three; "this is the piazza, where you sit out in the fresh air; here are the chairs, here is a Red Cross, here is the sidewalk and street lights;

this is a Red Cross automobile that brings the sick people; at the back are the back steps, and this is an auto truck that brings food to the hospital."

These larger plans are usually worked out by groups of three or four. There is conversation among the children in each group, but accompanying activity, not idleness. Yet individuals occupy themselves for as long as thirty minutes, often entirely oblivious of their companions.

Through the freedom the children have developed a great deal of self-reliance and delight in helping themselves, as do all children when given a reasonable opportunity. They get their own napkins, crackers, etc., for lunch, pour their milk from the bottles and at the end, clear away and put back their tables.

During the periods of free self-expression the kindergartner finds her points of departure for organized group work. An interesting point in the work is that if the material interests the child sufficiently he will overcome the difficulties of handling it in order to accomplish his end. We seldom hear a child say, "I can't." One child wanted to sew a card like the one she saw her neighbor doing, "I can't thread my needle," she said smilingly, being a pleasant, though lazy little girl. "That's too bad," said the kindergartner, "because you can't sew your card, can you, unless your needle is threaded." She threaded the needle.

The children are such a great help to each other, the slower ones often being inspired by the accomplishments of their quicker companions to a degree of effort which the kindergartner finds it difficult to arouse.

The children recognize their own names on snappers for rubbers, put the snappers on the rubbers and later return them to the place where they were found. Many of the children in the older class also print their own names and recognize the other children's as well.

This all grew from the discovery of a small boy that he could pick out his own snapper. The others wanted to, so they did. Little help from the kindergartner was necessary as the interest was so great. The next step followed in the same way. One child learned at home to print his name. The others were eager to learn. The kindergartner provided each with a paper with his name in large letters on it. He went over them with colored crayons and copied them below. This was also done on the board. When a few were able to print their own names on their cards, it proved a great incentive to the others. We feel that this is reaching forward to the first grade work. The children are going to the first grade with definite habits of industry — ability to concentrate on their work — to express ideas with materials and to meet new problems with delight.

In conclusion, I must add that my assistant and I feel that we have gained infinitely more in this year's experimental work than in any previous period in our teaching experience.

II. Experiments with the Project Plan, Sarah Greenwood Kindergarten.

When we first started this work it was necessary to change our program every week to see if we could improve on our plan. We tried it without

ROUND TABLE GROUP — WILLIAM BACON KINDERGARTEN

the morning circle and the children were at first surprised and then grieved. As one child expressed it, "No clapping, no singing, no nothing." So we have clung to our morning circle. We then decided to have free work on three days a week, the other two days being entirely organized days. That, too, seemed unsatisfactory. If they started something one day and got very much interested in it they wanted to continue it the next day. So we have finally decided to have free work for three quarters of an hour every day. We alternate our organized period, having one day a gift lesson and the next day an occupation lesson. In this way each child is brought in contact with all the different materials. At the end of the morning all the work done during the free period is looked over and criticized by the children. If not up to the standard the work is not taken home. Work at the sand tables is commented on and suggestions made for improvements. The clay work that is considered worth while is kept and they are allowed to paint it the next day. This "judging period" I consider very important. It keeps the standard of the work higher and teaches the children to differentiate between the good and the poor work.

In the beginning the boys were more interested in the blocks, and as a whole the girls showed more interest in pasting, sewing, weaving, cutting, etc. Of course some of the girls enjoyed the blocks and some of the boys occasionally decided to do a little pasting or cutting, but as a rule they divided themselves into a group of boys and a group of girls.

After watching free work of this type for a time I realized that other material was needed. So weaving frames were introduced on which small mats may be woven, and a doll's tam o'shanter loom. One of the girls cut a doll's dress from paper and using that as a pattern, cut a dress out of a paper napkin and sewed it with worsted. Several others then did the same thing and suggested real dresses. So some cloth was brought from home and an experiment in making "real" dresses for their dolls was started.

They then thought of a doll's house. I told them to look in the storeroom and see if they could find anything suitable there. They brought forth a large pasteboard box and immediately started to plan the outside of the house. They found some red brick crepe paper and pasted that on to make it look like a brick house. Then the number had to be cut out and pasted on. They wanted a pointed roof and this taxed them sorely. They painted some cardboard black and then with the aid of glue, slats and pasteboard we got our pointed roof. A magazine was brought to school by one of the children and the furniture advertisements cut out and a prop pasted on the back to make them stand up. Then pictures were pasted on the walls and chairs and benches made out of our folding papers. This work on the doll's house was done almost entirely by the girls, the boys occasionally coming over to look at it and offer suggestions. The boys meantime were left in almost undisputed sway at the sand table. From making isolated and unrelated forms they gradually began to plan the use of the table as a whole. This began to develop strongly during the knight talks. They made the knight's castle and the child's house and used blocks to represent the knights on horseback. Our large knight flags were used but were criticized by the

children as being too large, so the next day smaller ones were made by the boys more in proportion to the size of the castle. The blacksmith talk gave them many new ideas. A hill with a hole in it represented a mine. A ladder was said to be needed to get down into the mine, so one of the boys cut strips of paper which he pasted on two slats; that was the ladder.

The children visited an exhibit of sewing done by grammar school classes and immediately wanted to make something for themselves, aprons appealing strongly to them. So I said after our April vacation they could make aprons. Much to my surprise the subject was brought up the very first day of school and it seemed to be a unanimous decision to make aprons. A note to each mother asking for half a yard of any kind of suitable material brought prompt returns. Patterns were provided, the children folding their cloth in halves, and pinning the pattern carefully in place, used the top of the sand table as a cutting table and each child cut out his own apron. For three days interest was maintained in this project. *One thing upon which I have insisted is that anything started must be finished. A thing cannot be left half done and something else started.* If a child starts to work with clay it is not necessary that he work with clay during the entire period, but he must have made something with the clay before he can turn to any other work. This rather checks the tendency shown by some to flit from one thing to another.

I felt now that something more was needed by the boys, so I produced some boxes, some loose wood, a saw, a hammer and some nails. The boys hesitated not a second. The second day found it necessary to add another saw, more hammers and a plane. The boxes immediately suggested various things to them. One box must be a barn. So someone nailed in two partitions, making three stalls. Another box without a cover was having slats nailed across the top. This was a chicken house. A door was cut and it was suggested that some wire netting was needed to put over the top. Another boy took three boards, nailed them together, resembling a T; this was an aeroplane. One of the large boxes with one partition was set aside to be used as a doll's house. Their attitude toward the tools showed beyond a doubt that the children were ready for them. There was no aimless sawing and hammering. They were full of ideas and suggestions and every one went to work with a definite purpose. The doll house with two rooms was talked over and planned . The need of wall paper and the difficulties of the children in obtaining any, led me to bring several pieces. A class council was held before any papering was done to decide on what the rooms should be. It was necessary finally to take a vote and the majority were in favor of a dining room and kitchen. Paper was selected by the class for both rooms and two girls did the papering. Oil cloth was measured and cut for the kitchen and nailed in place by one of the girls. Later, furniture was made for the rooms.

I feel that the children have developed a power of initiative, an ability to carry out their ideas which no other class of mine has ever had. They have thought up new games and revised old ones. "Comparisons are odious," but nevertheless when this class enters primary school next year

[A FARM YARD PROJECT.—WILLIAM BACON KINDERGARTEN.

I shall follow their progress carefully, comparing them with the classes of former years. In that way it seems to me we shall know whether or not we have taken a step forward in this freer work of the children.

III. Free Work in the William Bacon Kindergarten.

On the ninth of September, 1918, I made my first experiment with the project method. Since then I have devoted a part of each morning to it. As a rule the project does not hold over from day to day, although the play of "school," initiated and worked out wholly by the children, absorbed a small group for four successive mornings. The school organization consisted of "teacher," "doctor," "nurse," and "pupils," with appropriate duties performed by each one. The "pupils" were allowed to choose their work which they carried out carefully and seriously, the "teacher" offering criticisms of the work. The whole play was perfectly well regulated and orderly, a most interesting fact being the complete absence of the "naughty child."

Many of the children arrive as early as half-past eight and make straight for the occupation of their choice, often working for an hour or more without change. Others with a lesser degree of perseverance or concentration will try first one thing, then another. And it is just here that the teacher finds her greater opportunity to observe and study the individual child; to recognize his shortcomings and help him overcome them. It may be that some child shows an utter lack of co-operation, as was the case of Eddie. His home conditions were deplorable — no mother, left through the day in the care of an older brother. When he entered kindergarten he was so sure of the doctrine that "might makes right" that no child was safe within his reach. Anything that he saw and wanted he took the speediest means of getting. After a day or two trying this sort of bullying, a small table was set apart for his special use. He could choose the toys he wanted, but must abide by his choice. He was not to interfere with any other child, and no child was to interfere with him,— an injunction wholly unnecessary — they gave him a wide berth.

For several weeks he was content to isolate himself in this way. Perhaps it was the first feeling of protection and peace that he had known in his belligerent little life. One day another child made a barn — Eddie looked at it and decided that it was just the thing to put his horse into; so a partnership was formed, the horse was installed, and the two boys played harmoniously together the remainder of the period. Somehow there had crept into his little consciousness during that temporary banishment from the group a comprehension of the rights of others, and a realization that those rights must be respected. The first lesson in community living had begun, and Eddie never went back to his separate table.

The blocks have always faithful followers, but the merit of the work is apt to fluctuate. If a good organizer takes the lead there may be a fine barn with several stalls on the ground floor, and a loft for hay above, with roof and pigeon house topping the whole. Teams are in the yard and a well built fence generally incloses it. Horses are taken out, fed,

watered and put into the teams. The cows are milked, put out in the yard and the milk carried to the city; and so the play goes on.

The girls build houses, and with the small blocks make their furniture. A yard or garden is added and small dolls are insisted upon as a necessary accompaniment, proving again that "play is not merely a copy of life, but during the period of childhood is life itself at its highest potency."

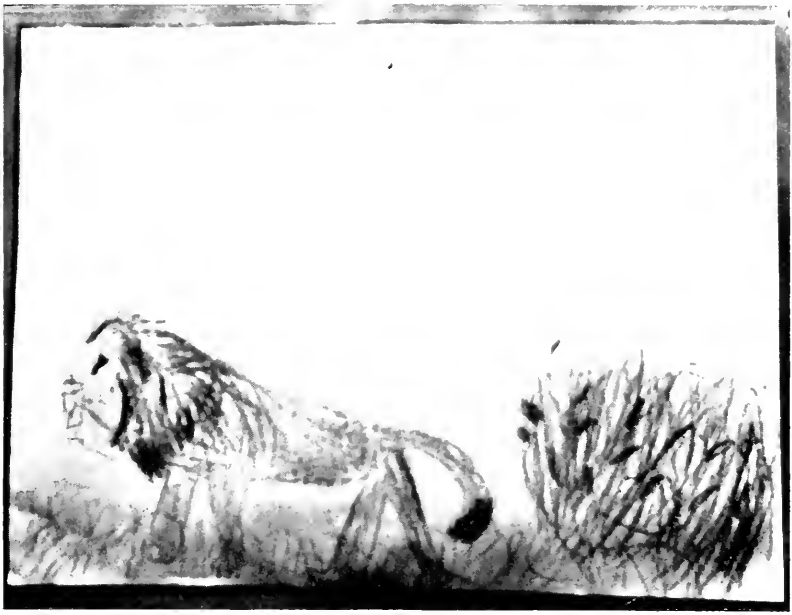
I have found that the project method with its opportunity for free experimentation has greatly increased initiative, quickened perception, and given rich stimulation to creative energy. This is very apparent in class work. The children use material with easy familiarity, eager to work out problems for themselves. It has taught them to think and act independently, created a spirit of helpfulness and developed self-control. It has reduced the problem of discipline to a minimum. A happy, busy child has little time or incentive for wrongdoing.

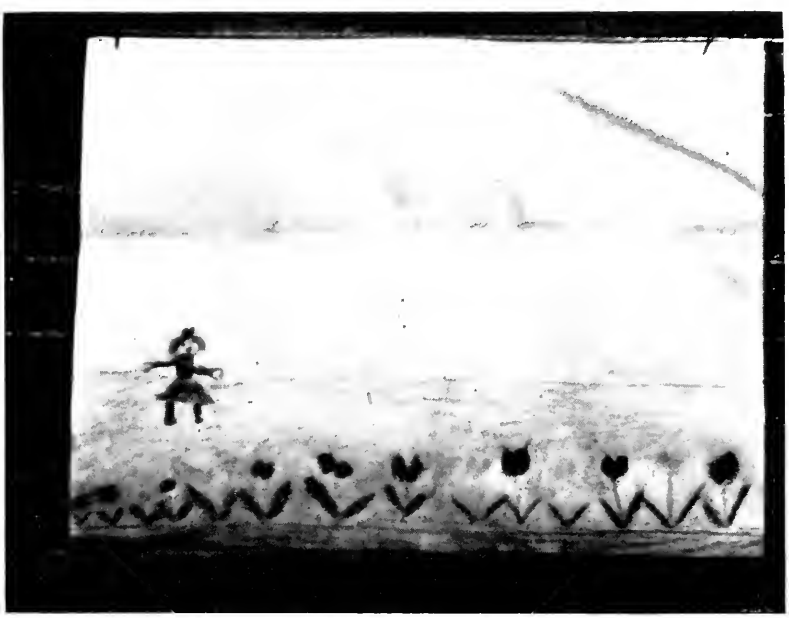
IV. Large Drawing in Kindergarten, Margaret Fuller Kindergarten.

The opportunities for truly creative drawing in the kindergarten have always seemed to me too limited. I have, of course, with my children endeavored to do all that was possible to encourage better work by keeping before them good pictures full of suggestion, by showing them beautiful and interesting things to give them new ideas and incentive, and by trying to stir their imagination. But although good results came as a result of definite problems in drawing, the original work was always very disappointing. If a child started with an interesting idea the paper was inadequate in size, with the result that interest flagged and the idea was given up, or that in attempting to crowd it all into the small space the drawing became cramped, and the details were tucked into any vacant spot regardless of their true relation to the picture. I used the largest block paper available but I was so dissatisfied that I decided to use the blackboard for practically all original drawing, for there alone had the children ever seemed to find proper scope for their ideas.

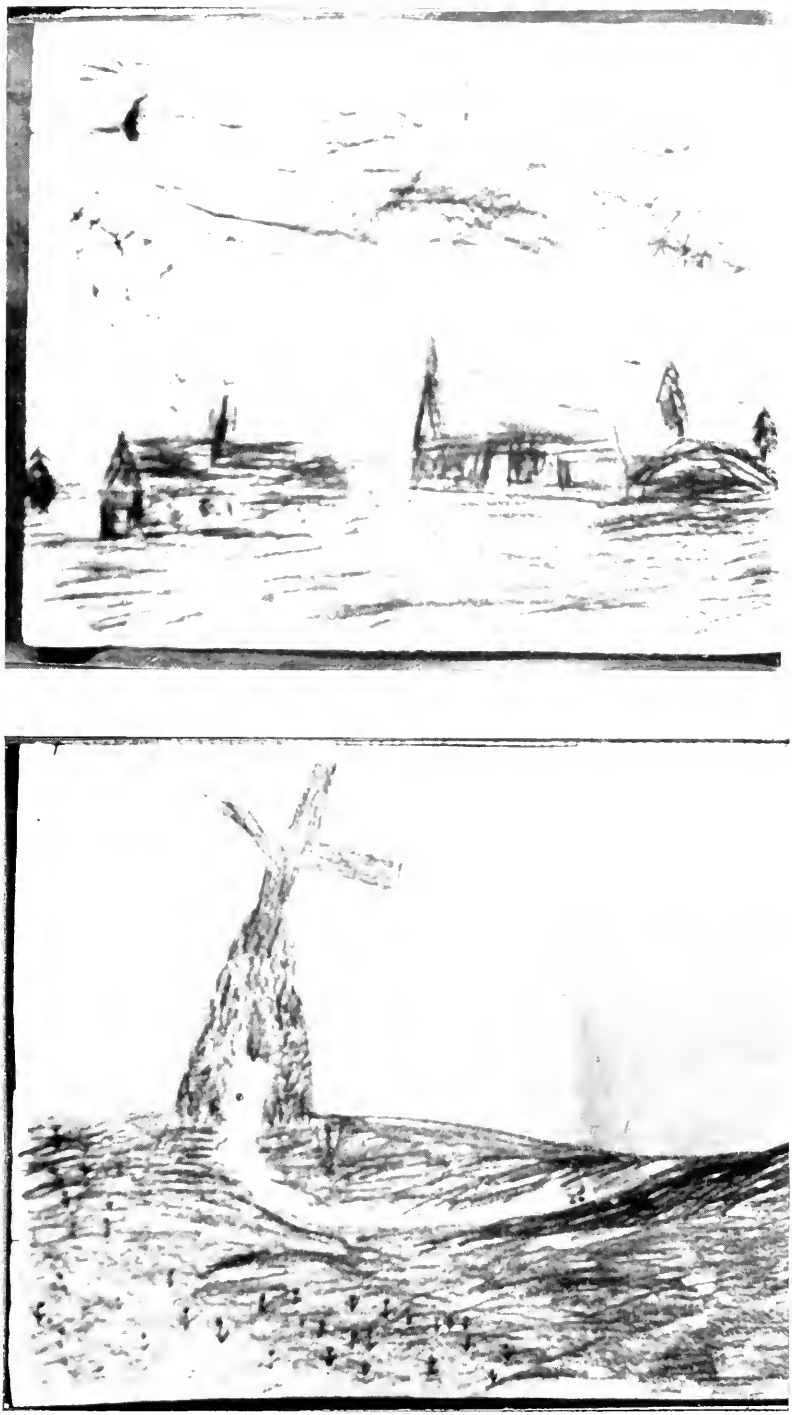
Help came, however, in the way of an exhibit of color work done on a large scale by little children of New York. Having no easels and no overalls for the children, and not caring to have liquid paint spattered over the floor, I decided to cling to crayons, and to try drawing with the paper on the floor. I gathered together all the large heavy wrapping paper I could find and started in.

I was amazed by the almost immediate response and by the eagerness of the children to draw. It is most interesting to observe the difference in their attitude toward the work. Seldom does a child draw without an idea, and he clings to it with absorbing interest to the end. Moreover when the sketch is done he appreciates that fact and has no desire to keep on adding to it just because of a little unused room on the paper. Also the children's crayon strokes grow larger with the size of the paper. They learn much more readily the variety of effects obtainable from different uses of the crayon to produce mass and outline, and light and shade. They have so clear an appreciation of the size that if a child copies a smaller picture on the larger paper he never fails to enlarge his





FREE DRAWING DONE BY CHILDREN IN THE MARGARET FULLER KINDERGARTEN.



FREE DRAWING DONE BY CHILDREN IN THE MARGARET FULLER KINDERGARTEN.

drawing to correspond to the larger space. This happens frequently as it is not possible for a large class to be all at the same time on the floor with paper two to four feet long.

I have found it so desirable a thing to have this opportunity for enlarged work that it is sufficient punishment for a careless worker to be restricted to the small paper until he proves his ambition to work carefully and thoughtfully.

The children have never been so discriminating in the use of color as this year. The crayons are all kept in one tray, sorted in compartments according to color. There is much pondering over this box, and careful choosing of the two or three desired colors. These colors are changed for different ones as the need arises. This process serves two purposes — it avoids haphazard laying on of color and gives the child a chance to get up and walk about in the course of his work, thus preventing overtiring his eyes and cramping his muscles.

The variety of drawings has been very satisfying with this method. There have been landscapes, seascapes, night scenes, snow scenes, sky scenes, houses of all kinds with their settings, animals with or without their habitats, beautiful gardens, children and adults in all forms of activities, portraits and illustrations of stories and fanciful ideas. Many of these are suggested by talks in the kindergarten, many by experiences outside of kindergarten, and many by pictures we constantly show the children. I have a variety of large colored pictures of great interest to them. These not merely suggest ideas, but use of color, light and shade, and good arrangement. I also have a large scrapbook of pictures suggesting these same elements. Many suggestions come also from the work of the children themselves which is always exhibited, if good, for a number of days.

This work is all done with little help from me. Some drawings I keep away from entirely until they are completed. Sometimes it is necessary to help a child in the observation of certain facts, *e. g.*, that the horizon line serves to limit both sky and land or sea; that things behind other things can't be seen and therefore can't be drawn; that daytime shows color with its true value, and that night time changes things; that objects nearby are larger than those far away, and many other things that a child does not see readily of his own accord. Many times I show them the ways of using their crayons. But generally speaking, the children are working out their own ideas in their own way.

The year has been most satisfactory in the results found in the drawings, and in the larger comprehension I now have of the latent possibilities in children of four and five years in this particular sort of self-expression.

Conferences.

Weekly conferences with the kindergarten teachers have been held as usual, for the discussion of educational problems and methods. We have also studied Doctor Kilpatrick's writings on the project method, and other articles on the subject have been reviewed by the teachers. We have also studied "Interest and Effort," by Doctor Dewey. Our discussions have led us

to appreciate more fully the value of the free or project work even with the children of four and five years of age, and at the same time to recognize clearly the necessity and value of organization in public school kindergartens.

Mothers' Meetings.

It is important that the kindergarten should articulate with the school as a whole, and it is likewise important that it should articulate with the home and other agencies for child-betterment in the community. When the campaign for weighing babies was being conducted the kindergarten teachers were asked to assist, and rightly so. When the Child Welfare Association of New York sent a speaker to Boston recently, the Kindergarten Department was requested to arrange an opportunity to address the body of kindergarten teachers. These instances are cited to illustrate the fact that the kindergartner, by reason of her training and opportunity, is expected to have a vital interest in all matters of community and child welfare.

Mothers' meetings have been held each month in the kindergartens. In some districts there is a flourishing mothers' club, with an evening meeting occasionally, so the fathers may attend. The purpose of such groups is to discuss common problems of child training under the leadership of one who shares the parents' interest in the individual child.

The total attendance at mothers' meetings from October, 1919, to June, 1920, has been 15,700 mothers and 801 children.

Home Visiting.

The kindergarten has been called "a great civilizer" and sociologists have said that "there is no agency at work in our cities which has greater value to the immigrant family than the kindergarten, because it lays such stress upon the family as a whole, and relates the family to the school in such a definite way."

The kindergarten teachers of Boston have during 1919–20 made 24,885 visits in the homes of kindergarten children. This community work might easily be made of more value to the district by extending it to include homes of the children of the early elementary grades as well as of the kindergarten.

Americanization.

A creditable number of kindergarten teachers have been teaching classes of foreign born mothers two afternoons a week during the year, under the direction of the Department of Evening Schools. Some of these teachers have taken courses in Americanization work at Harvard and elsewhere. If this work is to continue and increase in efficiency some training for the work should be required and perhaps provided by the School Department.

Volunteer Work.

In response to an urgent request from the social service department of the City Hospital, a group of kindergartners volunteered to go to the hospital two afternoons each week to organize some occupational work for the children. One of the group writes as follows:

We plan to begin our work just before three o'clock, and have gone from bed to bed carrying with us several different kinds of work in order that the children may have a choice. Three o'clock is the hour when parents and visiting friends are leaving, the hour when little hearts are full and eyes are teary, and when voices are often lifted up in real distress. The sight of the interesting and attractive materials and the prospect of "making something to show mother tomorrow," is a great help toward letting mother go today. A simple little cardboard rocking horse proved so diverting to one baby girl that her screaming ceased and father and mother slipped away unnoticed.

The wide difference in the ages of the children in a ward necessitated the preparation of work of varying degrees of appeal and difficulty. The ages have ranged from two, or under, to thirteen or fourteen. Joe was neither well enough nor old enough to make anything for himself, so the kindergartner sat by his crib and pasted little pictures in a miniature scrapbook. His part consisted in saying, "Now paste *this* one. Paste it *here*." When the few leaves were filled he sat contentedly turning them over and over.

A thirteen-year old girl is keenly interested in having the kindergartner read "Alice in Wonderland" to her, and as she will be at the hospital for several weeks she hopes to hear it all. She asked eagerly if they could "finish it next Monday."

Some who are not able to work at present like to hear stories, and the little ones enjoy the Finger Plays and Nursery Rhymes. The children are most appreciative and have been very spontaneous in expressing their gratitude. Often the kindergartners are met with eager cries of "Oh, goody! you've come again!" "What are we going to make today?" "Look, Emma, look Charlie, here's the teacher lady!"

The equipment for this work is simple; paper and scissors, crayons,

cards, worsted and the like, but these suggest endless possibilities. When the time comes for us to gather up our materials the regret of the children is very genuine; even the fact that supper is to be served seems to them an inadequate excuse for our leaving.

Afternoon Kindergartens.

The afternoon kindergarten has seemed to be the only way of meeting the needs of the children in our congested districts — but a two hour day is inadequate from several standpoints. I believe the time has come for us to consider the adoption of a plan similar to that in effect in the city of St. Louis, namely, the employment of some kindergartners who will teach both morning and afternoon sessions with two different groups of children. Obviously, the teachers thus employed should receive a salary equal to that of the elementary teachers.

Salaries of Kindergarten Teachers.

Following the lead of other large cities, for example, New York, Buffalo, Pittsburgh, Chicago and Cincinnati, the next forward step for Boston should be to place the kindergarten teachers on the same salary basis as the elementary teachers. Some of the arguments in favor of such a plan are:

1. The academic requirements for entering the Boston Normal School are the same for the Kindergarten-Primary Course as for the Elementary Course.
2. Students preparing to teach in the kindergarten are required to take a three-year course at the Boston Normal School as are those preparing for elementary teachers.
3. It costs a kindergartner just as much to live as a teacher in other elementary grades.

Note. Those kindergartners who receive their training in a private normal training school have a two years' course only, but must teach one year after graduation before they are eligible to take examinations for a kindergarten certificate. The weakness in the present requirement lies in the fact that this year of experience is oftentimes with so small a group of children that limited opportunity is given for the development of those qualifications which one looks for as a result of experience.

Without question the same salary schedule should involve as many hours of work for the kindergartner as for the elementary teacher.

Type of Afternoon Work.

The type of work for the extra two hours should depend upon local conditions:

1. In congested districts where we now have both morning and afternoon kindergartens, there should be two teachers in charge of a group of children in the morning and another group in the afternoon.

2. In localities where mothers work all day and are away from home, another type of organization might well be considered, namely, a morning session for the children, those same children to return in the afternoon for supervised play out of doors in clement weather and in the kindergarten room on stormy days.

One of the principals, in discussing the needs of his district, writes as follows:

> A somewhat careful examination of my district shows that two hundred and fifty-one mothers are pretty regularly at work. Many absences are recorded because of girls staying at home to care for younger children while the mother is at work. For this difficulty I want to suggest a possible partial solution. I would like to have children too young for the first grade, whose mothers are at work, and who would either be on the street or would force the absence of an older sister from school to care for them, invited to our school yards afternoons throughout the school year. On stormy days the kindergarten room should be open to them. I would not ask for any definite work, except that the children should be taught to respect the rights and wishes of others with whom they associate in their play. I should urge free play, with possibly an occasional suggestion from the teacher in charge. But just as far as it could be safely done, the children should be left to settle their own problems. Most afternoons through the winter they would be able to play in the yard, as our yards are well-sheltered, but on very stormy or cold days I see no objection to inviting them into the kindergarten room where a collection of toys might easily be in readiness for them.

While I would in nowise advocate day nurseries conducted by the kindergartners under the auspices of the city, this plan on the other hand is in its idea and scope a playground for children of kindergarten age, open only during the afternoon session of the school. To carry out such a plan effectively a sand pile, low swings and some simple apparatus should be available.

3. In neighborhoods where the children have sufficiently

good homes and play space, the following plan for afternoon work for the kindergartners is suggested:

2 afternoons each week, visiting in homes.
1 afternoon each week, conference with director.
2 afternoons each week, conducting Americanization classes or assisting in lower grades.
1 afternoon each month, mothers' meetings.

Careful reports on prepared blanks of home visiting and mothers meetings are now sent each month to the office of the director, and this practice should be continued. I believe that conscientious kindergartners have always given at least two hours a day to their work in addition to the definite three hours with the children; many I know are giving to the work much more than this. To these teachers, a reorganization of time on a specific basis will be no hardship — indeed many I know will welcome it since it would remove the criticism sometimes made that "the kindergartner is a privileged person and works only half a day."

The kindergarten has long since passed the stage of philanthropy — its educational value is recognized and affirmed by educators. We require of kindergarten teachers high standards of culture and training, and the future of the kindergarten as a profession demands a salary schedule equal to that of the elementary teacher. Otherwise we will revive the old pernicious idea that inferior teachers are good enough for little children; young women of ability will seek the higher salary of the grades, and the beginnings of education will be in the hands of inefficient teachers.

Respectfully submitted,

CAROLINE D. ABORN,
Director of Kindergartens.

APPENDIX G.

REPORT OF THE SUPERVISOR OF LICENSED MINORS.

MR. FRANK V. THOMPSON, *Superintendent of Public Schools, Boston, Mass.:*

DEAR SIR,— I herewith submit to you the annual report on the supervision of licensed minors for the school term closing June 30, 1920.

The control of minors and the licensing of them to practise street trades is vested in two departments in the City of Boston, namely, the Mayor and City Council and the School Committee. Boys and young men between the ages of sixteen and twenty-one years are licensed by the former, while minors between twelve years of age and the compulsory school attendance age of sixteen years, are licensed by the latter.

The Massachusetts Legislature empowers the school committee, in any city having a population of over fifty thousand inhabitants, to make regulations relative to the exercise of street trades by minors between the ages of twelve and sixteen years and designates the superintendent of schools, or a person authorized by him in writing, to grant a badge which shall be worn conspicuously exposed at all times by the minor while so engaged.

In the City of Boston the person so authorized by the Superintendent of Schools is designated as the Supervisor of Licensed Minors.

The purpose of the School Committee of the City of Boston in granting licenses to sell newspapers and practise street trades, to boys of the compulsory school attendance age, is to enable such boys to assist their parents in defraying the expenses of their education and by such earnings to provide for higher education.

Economic conditions, the family circumstances, together with the omnipresent high cost of living serve as barometers governing the number of boys entering upon street trade activities.

That street newspaper selling in a large city is a lucrative occupation for boys and young men is not the general opinion, but the ambitious boy of twelve to fourteen years may earn from eight to twelve dollars per week as newsboy and at the same time attend the elementary school.

The youth attending high school will earn, by close application, from ten to fifteen dollars per week plus his high school education, while young men and adults whose sole occupation is that of "newsboy," vary in earnings from twenty five to fifty dollars per week. In several locations these latter "own corners" and supply the passing public at public squares, railroad stations, elevated railway and subway entrances, with the magazines and newspapers of the day, and have an earning average of from fifty dollars to one hundred dollars per week.

This large money return serves as a magnet to our school boys and results in disadvantages as well as benefits, unless properly governed and controlled. Too often the small boy, through his earnings, buys his independence at home and later attempts its success at school, and when there he is curbed he lays his plans to leave school contrary to the wishes of his parents. By constant supervision and patrol of the city by the Supervisor of Licensed Minors, together with the co-operation of the schoolmaster, teacher and parent, he is immediately brought within his proper channel, as boys under the age of sixteen years are not permitted to leave school to engage in a street trade unless they have complied with all the educational requirements and school attendance laws of the State of Massachusetts.

All violations of the regulations of the School Committee governing licensed minors, whether discovered upon the street or on complaint made by the boy's teacher and master at school, are investigated and disposed of at the Boston Newsboys' Trial Board, where the boy reports with his parent upon summons.

During the school year just closed 433 cases were heard and disposed of by the Trial Board as follows:

VIOLATIONS.

Selling newspapers without a license	182
(Of whom 33 have become licensed.)	
Blacking boots without a license	37
(Of whom 5 have become licensed.)	

Peddling without a license	30
(Of whom 4 have become licensed.)	
Selling newspapers without wearing badge	25
Blacking boots without wearing badge	1
Peddling without wearing badge	6
Selling newspapers on cars	3
Selling newspapers before 6 a. m.	14
(Of whom 10 were selling near 1 a. m.)	
Selling newspapers after 8 p. m.	33
(October 15 to April 15.)	
Selling newspapers after 9 p. m.	15
(April 15 to October 15.)	
Selling newspapers during schools hours	20
Truancy	5
Poor conduct and attendance at school	5
Assisted by unlicensed minors	31
Begging money	7
Miscellaneous	19
Total	433

DISPOSITION AND PENALTY.

Boy and parent instructed in the law.	
Cases placed on file	356
1 week's probation with rules to learn and recite	22
2 weeks'probation with rules to learn and recite	31
3 weeks' probation with rules to learn and recite	7
4 weeks' probation with rules to learn and recite	1
Badge surrendered	3
Badge suspended	4
Case dismissed	9
Total	433

Frequently investigation of cases result in showing that the family is in serious or strained circumstances and requires the attention of local church and community organizations or our public charitable boards.

Cases referred to	
Church and community organizations	5
State Board of Charities	1
Overseers of the Poor	1

When boys who have appeared before the Trial Board do not improve under its guardianship, or upon recurrences of violations or in aggravated cases, complaint is then presented to the juvenile court where the boy is obliged to attend with

his father or mother. This, however, is held over the boy as the last recourse and that our newsboys have respect for the juvenile court is shown by the following number of complaints presented and disposed of during the present school year.

Juvenile court cases	3
Disposition:	
Costs assessed $2 and $5 costs suspended	1
Committed to Lyman School for Boys	2
	3

(A review of the contributing facts is presented herewith.*)

Municipal Court complaints	5

(Involving persons seventeen years of age or over and adults causing the school boy's violation.)

Disposition:

Fine inposed, $20; suspended upon promise to discontinue.
Fine imposed, $20; suspended upon promise to discontinue.
Fine imposed, $10; suspended upon promise to discontinue.
Fine imposed, $10; suspended upon promise to discontinue.
Fine imposed, $5; paid.

*John S——, age twelve years, residence Silver street, South Boston, was found on Boston Common, 10 a. m., October 14, 1919, not attending school. He had been selling newspapers together with John C—— and they had in their mutual possession $1.83 received from the selling of newspapers. John S—— had not been home to eat or sleep since October 7, and had, during that time, been truant from school and "bunking out," sleeping under stairs in an alley running from Washington street.

Recently he had been complained of by the attendance officer of the Lawrence School District as a truant from that school and was placed in the Disciplinary Day School class in the Sarah J. Baker School on January 30, 1919.

This boy appeared before the Boston Juvenile Court on February 28, 1919, on another complaint and was placed by the court in the care of the State Board of Charities until March 7, 1919. He was again before the court in May, 1919, and once more placed in care of the State Board of Charities. He re-entered the Disciplinary Day School on September 8 of the present school year and was absent and truant during eight sessions.

On October 15, 1919, John S—— was complained of by the Supervisor of Licensed Minors before Judge Cabot of the Boston Juvenile Court as being a "runaway from home and school" and on that date, in the presence of the boy's mother, he was found delinquent. As John had been before the Juvenile Court on previous charges, and a probation period not proving effective, he was committed to the Lyman School for Boys at Westboro.

John C——, age ten years, residence E street, South Boston, was found on Boston Common, 10 a. m., October 14, 1919, not attending school. He had been selling newspapers together with John S—— and, in addition to money received from the sale of newspapers, contributions were solicited and received from the public after John C—— had given exhibitions of the prevalent "body and muscular dances" on the public streets.

John had not been home to eat or sleep for one week and during that time was truant from school, "bunking out" and sleeping under stairs in a yard on F street, South Boston.

John C—— formerly attended the Clinch School of the Shurtleff School District and was complained of by the attendance officer of that school district as a truant, being placed in the Disciplinary Day School in the Sarah J. Baker School on February 3, 1919.

He was before the Boston Juvenile Court on February 28, 1919, and placed in care of the State Board of Charities until June 26, 1919. He returned to the Disciplinary Day School on September 8, 1919. Since that date he has been absent and truant during nineteen full day sessions.

On October 15, 1919, John C—— was complained of before Judge Cabot of the Boston Juvenile Court by the Supervisor of Licensed Minors as being a "runaway from home and school." He was found delinquent and committed to the Lyman School for Boys.

The money found in the possession of both boys was ordered turned over to the court by the judge as the costs of the court.

The attention of the Supervisor of Licensed Minors is not confined to public schools alone but to pupils of the parochial and private schools as well. Boys who are truant from outside cities and towns seek adventure in the City of Boston, trusting that their misdoings will be covered up or lost in the din and

travel of business. Such boys receive their share of attention, report being sent to their parents and schoolmaster.

Number of boys truant from surrounding cities and towns . . 10

Again, boy, parents and employer from out of town feel that violations against the Massachusetts Child Labor Laws can be committed in a distant large city without discovery, while such violation would be immediately recognized in their own city or town. During the past winter a boy of fourteen years was employed as helper on a milk wagon from Revere, with delivery route in Boston. This boy lived in Revere and attended the elementary school of that city. In addition to his school attendance he worked on the milk wagon delivering milk from eleven o'clock at night to and including seven o'clock in the morning, seven days each week, receiving a compensation of $7 per week. Investigation at his school showed that frequently he fell asleep in his class. Upon discovery of this violation the facts were presented to the State Board of Labor and Industries by the Supervisor of Licensed Minors, which resulted in the violation being stopped immediately upon a visit by a state inspector to the employer as well as the boy's parent, who instructed both employer and parent in the laws governing the employment of children.

Cases reported to State Board of Labor and Industries . . . 8

During the period of the World War many young men of the draft age engaged as newsboys enlisted in the service. They were substituted in their street trade activities by their younger brothers, therefore a larger number of badges were issued to boys of school age during this time than was ordinarily demanded.

After the close of the war, and continuing during the past school year, the demand in the commercial world for child labor has been extraordinary, the law of supply and demand governing the wages paid, which, in ordinary business, amounted to ten and twelve dollars per week for positions of errand and office boys.

In keeping with these facts we find a much younger class of children as newsboys; in many instances they stand ready with the toes on the mark awaiting the arrival of their twelfth birthday in order to comply with the legal requirements of

age, ready to start upon their earning career as newsboys. When the badge is granted it is found that this youngster supplants his fourteen-year old newsboy brother on "his corner," as the older boy has found a position in the business world after high school hours, he now being old enough to comply with the child labor laws and present himself to receive a "not-to-be-discharged-from-school" employment certificate. The younger brother now has a well-paying newspaper business, which was developed by the older, while the "former newsboy" is now office or errand boy for a business establishment, and in both instances each child is still attending school and depositing in the family reserve bank approximately $20 per week.

During the past school year, from September 1, 1919, to July 1, 1920, there have been

842 Badges granted.
196 Badges re-issued.
58 Badges repaired.

Money receipts for badges during ten months' period, said amounts having been deposited with the Business Agent of the School Committee of the City of Boston:

September, 1919	$29 00
October	35 25
November	26 75
December	20 00
January, 1920	15 75
February	12 75
March	29 50
April	27 50
May	30 75
June	32 25
Total receipts for badges	$259 50

During the school year just closed Senate Bill No. 182, entitled "An Act to Authorize the Sale of Newspapers and Magazines in Boston by High School Pupils from Other Cities and Towns," was presented to the Massachusetts Legislature for enactment.

The bill was designed and framed by one of the assistants in the circulation department of one of the evening newspaper publications in Boston. He was the petitioner for the Roosevelt Newsboys' Association, an organization composed of nineteen newsboys of the outlying cities and towns from the City of

Boston, who were to be newsboys employed by the publishers to work specifically for them in keeping that newspaper on sale in Boston's streets with a purpose of increasing the circulation.

The bill was aimed to wrest from the School Committee of the City of Boston the power and authority granted to that body by the Massachusetts Legislature of 1913, and permit boys from cities and towns within a radius of twelve miles to practice street trades within the limits of the City of Boston, notwithstanding the fact that the School Committee of the City of Boston would have no jurisdiction over their school attendance or education.

The Supervisor of Licensed Minors, with the approval of the Superintendent of Schools, appeared in opposition to the bill, setting forth before the Legislative Committee on Education, where the bill was open for hearing, statements and facts to prove the bill as follows:

1. Unfair to the Boston newsboys who are obeying the compulsory school attendance laws.
2. Destructive:
   (*a*) It offers opportunity for truancy and delinquency.
   (*b*) It keeps the boy from his home and family.
   (*c*) It does away with opportunity for home study and preparation of home lessons, having a tendency to cause the boy to leave high school for failure in his school work.
   (*d*) It is contrary to "law and order," as it defies observance of the "municipal ordinance, rule or regulation." (Boys so licensed are not obliged to recognize newspaper selling laws of the City of Boston.)
3. Incomplete:
   (*a*) No provision for parental approval in application.
   (*b*) No provision for its enforcement.
   (*c*) No provision for school co-operation.
   (*d*) No penalty for violation.

The bill dealt with a serious problem and from my view of practical experience was designed and framed for business gain.

The petitioner was given leave to withdraw.

Respectfully submitted,

TIMOTHY F. REGAN,
Supervisor of Licensed Minors.

APPENDIX H.

REPORT OF THE DIRECTOR OF MEDICAL INSPECTION.

MR. FRANK V. THOMPSON,
Superintendent of Public Schools, Boston, Mass.:

DEAR SIR,— The following is a report of the Department of Medical Inspection for the school year 1919–20:

The department consists of one Director of Medical Inspection, one supervising nurse, one medical inspector of special classes, forty-seven school physicians, and forty-seven school nurses.

There are nineteen open-air classes as follows:

Abraham Lincoln District	1
Bowditch District	1
Bowdoin District	2
Dwight District	1
Hancock District	4
Norcross District	3
Quincy District	3
Washington District	2
Wells District	2

The establishment of five additional classes has been recommended for the school year 1920–21, as follows:

Bowdoin District	2
Lowell District	1
Norcross District	1
Wells District	1

The Director of Medical Inspection and the supervising nurse, ably assisted by Miss Mary E. Durgin, who served as temporary supervisor of open-air classes from January 5, 1920, to March 31, 1920, devoted much time and energy to the improvement of open-air classes. In November, 1919, the rules and regulations for the conduct of open-air classes and the schedule were revised and a detailed report transmitted to the superintendent. Principals, teachers, physicians and nurses in districts having open-air classes are enthusiastic in their statements of beneficial results from these classes. In order to

approach the ideal there is much to be desired, but earnest effort will be continued to attain perfection.

Comparative Statistics on Physical Examinations of Pupils of the Boston Public Schools from December 1, 1915, to June 30, 1920.

	1915–16.	1916–17.	1917–18.	1918–19.	1919–20.
Total number pupils examined	99,862	104,287	104,762	100,564	105,193
Total number without defects	30,781	38,318	43,128	43,328	46,065
Total number with defects	69,081	65,969	61,634	57,226	59,128
DEFECTS AS FOLLOWS:					
Defective nasal breathing:					
Anterior	1,292	1,297	1,108	826	633
Posterior	5,966	5,282	4,975	5,338	6,158
Hypertrophied tonsils	18,444	14,806	14,037	12,734	14,015
Defective palate	351	169	121	65	48
Cervical glands	18,841	7,746	7,201	4,777	3,351
Pulmonary disease:					
Tuberculous	44	22	28	15	13
Arrested tuberculous	.....	.....	5		
Question	.....	1			
Nontuberculous	683	453	456	516	473
Cardiac disease:					
Organic	1,330	1,406	1,624	1,572	1,502
Functional	1,668	1,716	1,864	2,209	2,215
Nervous disease:					
Organic	74	48	46	26	54
Functional	221	179	138	149	174
Chorea	43	23	33	14	16
Orthopedic defects:					
Tuberculous	88	76	63	51	37
Nontuberculous	1,698	1,770	1,774	2,221	2,131
Skin	3,071	2,978	2,308	2,007	1,716
Rickets	383	326	284	132	146
Malnutrition	2,110	1,712	2,087	2,359	2,353
Mental deficiency	431	448	627	558	721
Totals	56,738	40,458	38,779	35,599	35,756
Defective teeth	56,750 *	55,638 *	50,507	44,531	45,567
Grand totals	113,488	96,096	89,286	80,130	82,323

* During the year 1915–16, and from October 1, 1916, to January 1, 1917, defective teeth were classed as primary and secondary. In some instances, if a pupil had defective primary and defective secondary teeth, it was recorded as two defects instead of one. In order to avoid duplication of defects it was thought advisable to record defective teeth as one defect without regard to whether they were primary or secondary. This method was adopted commencing January 1, 1917, and precludes comparison for the two years.

The steady decrease in cervical glands continues, and as stated last year, this is partly due to the fact that school physicians have been instructed not to report slightly palpable cervical glands when secondary to adenoids, tonsils, carious teeth, pediculosis, or other allied condition. These cases are kept under observation and only the primary causes reported.

Pulmonary tuberculosis shows a steady decrease.

Cardiac disease remains practically the same for reasons which have been stated in previous reports.

The principal causes of malnutrition in school children are: Insufficient and improperly prepared food; impaired digestion due to imperfect mastication, bolting of food, use of tea and coffee, over-indulgence in ice cream and candy; late hours, lack of fresh air and proper exercise.

The first, insufficient food, is a social problem, the others medical. The latter should be corrected by training the child to take the properly balanced diet, or substitutes; to masticate the food thoroughly by instructing mothers on the selection and preparation of food, the value of exercise, fresh air, and other hygienic measures.

The public schools of Boston are doing much to combat malnutrition. Commencing in 1909, the pupils in the first grades were weighed and measured. These children were weighed and measured annually until 1919. The data from these records are in the hands of Dr. William T. Porter of Harvard Medical School. It is expected that his deductions will be published at an early date.

The present status of weighing and measuring is as follows: Nurses weigh and measure the children in open-air classes every month. All cases of malnutrition are weighed and measured every month. To this is the added requirement that all children in the following districts be weighed and measured annually by nurses. Blackinton-John Cheverus, Washington, Thomas Gardner, and John A. Andrew.

Beginning September, 1920, all children will be weighed and measured at the time of physical examination. These data will be recorded on physical examination record cards.

All open-air class pupils, and malnourished children not in open-air classes, are re-examined physically in January of each year. They receive proper hygienic instruction from physicians and follow-up visits to homes are made by nurses.

Commencing five years ago (1915–16) statistics show that

2.12 per cent, or one in every 47, was malnourished; in 1916–17, 1.64 per cent, or one in every 61; in 1917–18, 1.99 per cent, or one in every 50; in 1918–19, 2.34 per cent, or one in every 43; and for the present year 2.23 per cent, or one in every 44.

It is encouraging to note that the percentage has dropped from 2.34 to 2.23. This is not surprising when the vast amount of work done by the Medical Inspection Department in combating this condition is considered.

There are statistics on malnutrition from many sources that savor of the sensational, but the above figures from the Boston Public Schools may be considered fairly accurate, inasmuch as they were taken under practically the same conditions each year, by the same corps of medical inspectors, and the same children examined.

The following statistics are quoted from other cities:

City.	Number Examined.	Number Malnutrition.	Per Cent.	One in Every
New York, N. Y.	300,000	14,000	4.8	21
Cincinnati, O.	36,438	1,619	4.6	22
Cleveland, O.	61,578	671	1.1	91
Newark, N. J.	27,971	940	3.3	30
Rochester, N. Y.	18,497	945	5.0	20
Worcester, Mass.	18,432	389	2.18	47

Lunches are prepared in Boston schools for open-air classes and other malnourished groups at cost price, about two cents; in some cases three cents, according to the nature of the lunch. Some of the children bring lunch from home, while a number of schools distribute soup prepared by the Food Economy Kitchen. In this connection, I desire to state that the Food Economy Kitchen has rendered great assistance in furnishing the school children with a uniform and economical food at cost price. During the present school year this organization furnished about 500 quarts of soup daily, which means feeding about 2,500 children per day. The Boston School Committee has cooperated with and has indorsed every movement for the betterment of lunch service.

The lunches prepared in school consist chiefly of cocoa and crackers, milk and crackers or bread and butter, or soup or chowder in variety.

Children bringing lunch from home are advised to select plain, nourishing food, bread, fruit, etc.

A report compiled in December, 1919, showed that approximately 4,721 children in the elementary schools, exclusive of open-air classes, were served with lunches, and that approximately 23,370 children brought lunches from home. Thirty-five thousand is a safe estimate for the present number of pupils receiving luncheon or bringing same from home. The number of children in open-air classes is about 700. Every child in the open-air class receives a luncheon. If he cannot afford to pay for it, means are supplied from a private fund. In addition to this, about 8,000 lunches are served at the various high schools each day by the Women's Educational and Industrial Union.

There may be children in the elementary schools who do not need the recess lunch: a sturdy child who has a substantial breakfast at 8 or 8.30 a. m. and dinner at noon. There are children apparently normal who do not have a substantial breakfast. Teachers and nurses will bear me out in the statement that there are many pupils in the elementary schools who have no breakfast or who have exceedingly light ones. It would appear that recess lunch is needed by most children.

As many people favor public feeding it may be interesting to quote the law on the subject. The matter rests with the people.

Chapter 575, Acts of 1913:

SECTION 1. The city council of a city or the selectmen of a town may provide meals or lunches free or at such a price, not exceeding the cost as they may fix, for children attending its public schools, and cities and towns may appropriate money for this purpose.

SECT. 2. This act shall be submitted to the voters of any city or town at the municipal election in any year if a petition to that effect, signed by not less than five per cent. of the voters, is filed with the city clerk or town clerk, as the case may be, not less than one month before said election; and, if accepted by a majority of the voters voting thereon, it shall take effect in such city or town. Otherwise this act shall not take effect.

Commencing in January, 1920, influenza was epidemic in this community. Many cases were complicated with bronchitis and pneumonia which added to the seriousness of the prognosis. The following table compiled from cases reported to the Health Department indicates that school children were not susceptible to influenza in this epidemic as in that of September, 1918.

Date.	Number Cases Influenza.	Number Cases School Age.
January 27	184	18
January 28	343	15
January 29	318	18
January 30	287	29
January 31	77	9
February 2	144	12
February 3	238	17
February 4	216	28
February 5	377	33
February 6	429	46
February 7	299	22
February 8	147	33
February 9	429	22
Totals	3,488	302

For the past four years the Director of Medical Inspection has given instruction to the senior class of the Boston Normal School on relation of teachers to medical inspection department, hygiene of class rooms, open-air classes, and other subjects pertaining to school hygiene. The co-operation of the teachers is an important factor in the progress of school medicine and the Director of Medical Inspection appreciates the progressive spirit of the principal of the Normal School in encouraging the pupils to attain efficiency in this branch.

During the past school year eight teachers, applicants for retirement on pension, have been referred to this office for examination. They were examined by the Director of Medical Inspection and all recommended for retirement.

The state law (Chapter 181, Acts of 1908), requiring that tuberculosis and its prevention be taught in all grades of the public schools in which instruction is given in the subjects of physiology and hygiene, has been complied with. The Director

of Medical Inspection has, as in past years, notified school physicians and nurses that instructions should be given by them on this subject.

New adjustable furniture is greatly needed in many schools, and it is recommended that the old desks and chairs be replaced by modern furniture as soon as practicable. A detailed report of seating conditions was submitted in December, 1919.

Several lectures on dental hygiene were given in various schools by members of the Massachusetts Dental Hygiene Council. The lectures were illustrated by lantern slides. It is recommended that principals avail themselves of this opportunity for the instruction of children on this subject.

Much literature has been distributed to school physicians, nurses, teachers and pupils on subjects pertaining to general hygiene, prevention of disease, value of food, value of fresh air, etc.

Two temporary school physicians have been assigned to duty in the summer review schools (June 28 to August 13, 1920). Their work is very similar to that of recent years, inspection of pupils, exclusions and re-admissions, reports on sanitation, etc.

Respectfully submitted,

WILLIAM H. DEVINE,
Director of Medical Inspection.

APPENDIX I.

REPORT OF THE DIRECTOR OF MUSIC.

Mr. Frank V. Thompson,
Superintendent of Public Schools, Boston, Mass.:

Dear Sir,— Inclosed herewith please find report for the year ending 1920.

The system of credit for outside study of music has progressed favorably during the last year. The accompanying table of figures giving the comparative number of examinations for the last four years shows that added interest is being taken in the privilege by the pupils.

	Piano.	Violin.	Cello.	Cornet.	Drum and Bells.	Trombone.	Trumpet.	Total.
1917	238	61	2	8	4	.....	.....	313
1918	280	101	1	7	3	2	1	*396
1919	381	83	2	8	3	2	.....	†480
1920	381	90	1	12	5	1	1	‡499

* Also 1 viola. † Also 1 clarinet.
‡ Also 3 clarinets, 2 horns, 1 saxaphone, 2 flutes.

The one outstanding handicap, as might be expected, is the carelessness with which the outside teachers are sometimes selected. The public is not yet sufficiently awake to the fact that there are wide differences in the ability of various teachers. Many are assuming the responsibility of teaching who would be unable to qualify if required to pass examinations before being allowed to teach.

I would suggest, in this respect, that the Superintendent cause to be issued, through the newspapers, just before the reopening of the schools, a statement advising and warning parents to be more careful in selecting competent teachers for their children.

It is interesting to note that the largest number of pupils select the violin, after the piano, for study rather than the other orchestral instruments. More interest might be encouraged in the other instruments by the purchase of some of these neglected instruments by the several schools as school property. The use of these could then be given to the pupils and an arrangement for a small fee to be paid by them for lessons given by teachers selected by the School Department. The pupil might also be required to play in the school orchestra. These lessons could be given on Saturday mornings in some centrally located schools. This arrangement would enable many who are anxious or desirous of studying, but who are unable financially to buy instruments or pay the usual fee for lessons, to take up and follow out their interest in music.

The school session should open with the singing of a verse or so from selected and approved hymns, patriotic and folk songs. This practice or custom is less common today than it has been in the past. There is no doubt of the physical benefit of such a custom. The pupil is aroused physically and mentally and a keener interest in the work to follow will result. At the same time the ever necessary effort for increased Americanization and morale is given an impetus that is of more benefit because it is unsuspected.

It is not unnecessary to repeat the statement that assembly singing should be required and should be provided for for all grades above the fifth. Time for this cannot be taken out of the already too short regular music period. It is of immeasurable benefit, as is evidenced by the much increased interest in music created in all the seventh and eighth grades which rehearsed for and sang with the large chorus at the Memorial Day exercises at Tremont Temple. The interest taken in and the importance placed upon assembly singing in the cantonments, etc., by the Government during the late war testifies to the benefits derived in many ways from it. The schools should recognize its value equally as well.

The boys' schools are showing more interest in music than ever before. The High School of Commerce has requested choral practice for the four-year course rather than for only one year as now. The Trade School for Boys has also requested choral practice. The Music Department is unable to meet these requests as its program, already crowded, allows no further extension.

Assembly song books are needed to enable the classes to continue singing songs learned in previous years. A great many of these songs are desirable, as well as necessary, to retain in use at all times.

The work of the Music Department was hardest hit in previous years because of the many necessary interruptions. The practically uninterrupted term last year has enabled us to show a more decided advance in the study of music than in the years just previous.

Very truly yours,

JOHN A. O'SHEA,
Director of Music.

GRADE VIII.—DEARBORN SCHOOL.—FAULTY POSTURES ASSUMED BY THIS CLASS TO SHOW TYPES OF POSTURES COMMON TO CLASSROOMS WHERE FINGER MOTION WRITING IS USED IN APPLIED WORK.

APPENDIX J.

REPORT OF THE DIRECTOR OF PENMANSHIP.

MR. FRANK V. THOMPSON,
Superintendent of Public Schools, Boston, Mass.:

DEAR SIR,— In compliance with your request I submit herewith this report of the Department of Penmanship for the school year 1919–20.

At the opening of this school year the director took up for the first time since the establishment of this office in September, 1918, the work in penmanship with the grades above the third.

There was at that time among teachers of these grades throughout the city obvious need of training in three phases of this subject; namely, the pedagogy of muscular movement penmanship, the carrying over of muscular movement writing into the applied written work in all subjects, and the correct evaluation of the muscular movement writing product in its various stages of development.

Early in September a meeting of teachers of Grades IV, V, and VI, and a meeting of teachers of Grades VII, VIII, and IX, were held in the Abraham Lincoln School auditorium. At these meetings the director explained the pedagogic principles of muscular movement penmanship in these grades, set forth the hygienic and economic importance of the development of correct muscular movement writing habits and urged the teachers to a uniformity of procedure according to directions that success might result with least resistance.

Late in September the teachers of these grades were requested to have their pupils write a given selection, to note the time consumed in this writing and to set the papers aside for later reference.

In October a second meeting of teachers of Grades IV, V, and VI, VII, VIII, and IX was held. The director outlined the presentation of instruction in letter and figure formation, explained the count, rhythm and salient features of all letters and figures, and conducted with the teachers an oral concert

drill in rhythmic counting at correct speed to emphasize the functioning power of correct counting.

During September, October, and November the director gave demonstration lessons with the pupils in the class rooms in each of the seventy-two school districts of the city, the teachers observing. The aim of this work was to demonstrate to teachers by actual class room procedure the methods of developing good writing posture, correct use of writing materials, the muscular movement drill exercises and the application of this movement to the writing of simple letters and words, and to discuss the work with the teachers.

In November the office of examiner in penmanship was established and an examiner appointed, the function of this office being to examine, criticize, and evaluate under the direction and guidance of the director the work submitted by teachers and pupils.

Late in November teachers of Grades VII, VIII, and IX were requested to send in to the office of the examiner in penmanship written composition papers from their pupils for the purpose of having the examiner place upon these papers criticisms as to merits and faults, with added suggestions for correction. The object was to train teachers to distinguish in the writing product of their pupils, evidences of right and wrong writing process and resultant correct or incorrect letter formation; also to discover how to correct errors of process, and, in cases where process was correct, how to advance their pupils in control of letter formation. These papers were then returned to the teachers for their perusal and study.

In January teachers of Grades IV, V, and VI were requested to send to the office of the examiner written spelling papers from their pupils. The object of having these papers sent was the same as that explained for Grades VII, VIII, and IX.

At an appointed meeting the director explained what should be the accomplishments of the several grades in the subject at this time, outlined the presentation of instruction in word and sentence writing, and set forth the means by which this writing could be carried over into all applied written work. The director also interpreted for the teachers the criticisms placed by the examiner upon the pupils' papers. Notice was given at this meeting that the awards in penmanship this year were to be given solely for muscular movement applied writing.

GRADE VIII. — DEARBORN SCHOOL — SHOWING CORRECT POSTURE AND MANAGEMENT OF MATERIAL FOR MUSCULAR MOVEMENT

During December, January, February, and March the director gave a second series of demonstration lessons with the pupils and teachers in the class rooms. The aim of this second series of lessons was to demonstrate to teachers the methods of presenting advanced instruction in word and sentence writing, how to make this muscular movement writing carry over in an applied lesson, and what the appearance of the writing product should be in its various stages of development, and to discuss the work with the teachers.

Early in the present year a questionnaire relative to the economic value of good writing was submitted by the director to a widely inclusive list of business concerns in and about Boston. The replies so strongly emphasized the need of rapid, legible handwriting in business and the interest of business men in this subject that the Board of Superintendents assembled and printed these replies in an official school document and distributed it to all teachers throughout the city as evidence of "a clear, distinct unmistakable reason why penmanship as an economic utilitarian tool should be at the command of all pupils who leave our schools."

In March, at a meeting of Grades I, II, and III, the director reviewed and commented upon the work in penmanship accomplished in these grades, explained the presentation of instruction in advanced work in word, sentence and figure writing and the means by which muscular movement is carried over into applied writing in these grades. The wide variety of ingenious and pedagogic objective seatwork observed in use throughout the city was outlined by the director.

In April a meeting of the district directors of penmanship was held in the Everett School auditorium. At this meeting the director outlined the duties relative to the work in this subject which the district directors in penmanship were requested to perform in co-operation with the director.

Early in April announcement was made that the penmanship awards to be given this year for applied writing would be in the form of honor rolls bearing the names of pupils who acquired the ability to use muscular movement writing in all applied work. Teachers of Grade VII and VIII were accordingly requested to have their pupils write a page of composition and a page of arithmetic work and to select from these the papers of those pupils who, in the teachers' judgment, had

acquired ability to use muscular movement writing in all applied work. These papers were asked to be sent to the office of the examiner in penmanship.

Several weeks later a similar request was made to the teachers of Grades IV, V, and VI.

This applied written work submitted from all grades above the third throughout the city was examined under the direct supervision of the director and those papers showing evidences of muscular movement writing were accepted. The names of the pupils whose papers were accepted were placed on the honor rolls, an honor roll being made out for each teacher whose pupils' work was submitted and accepted.

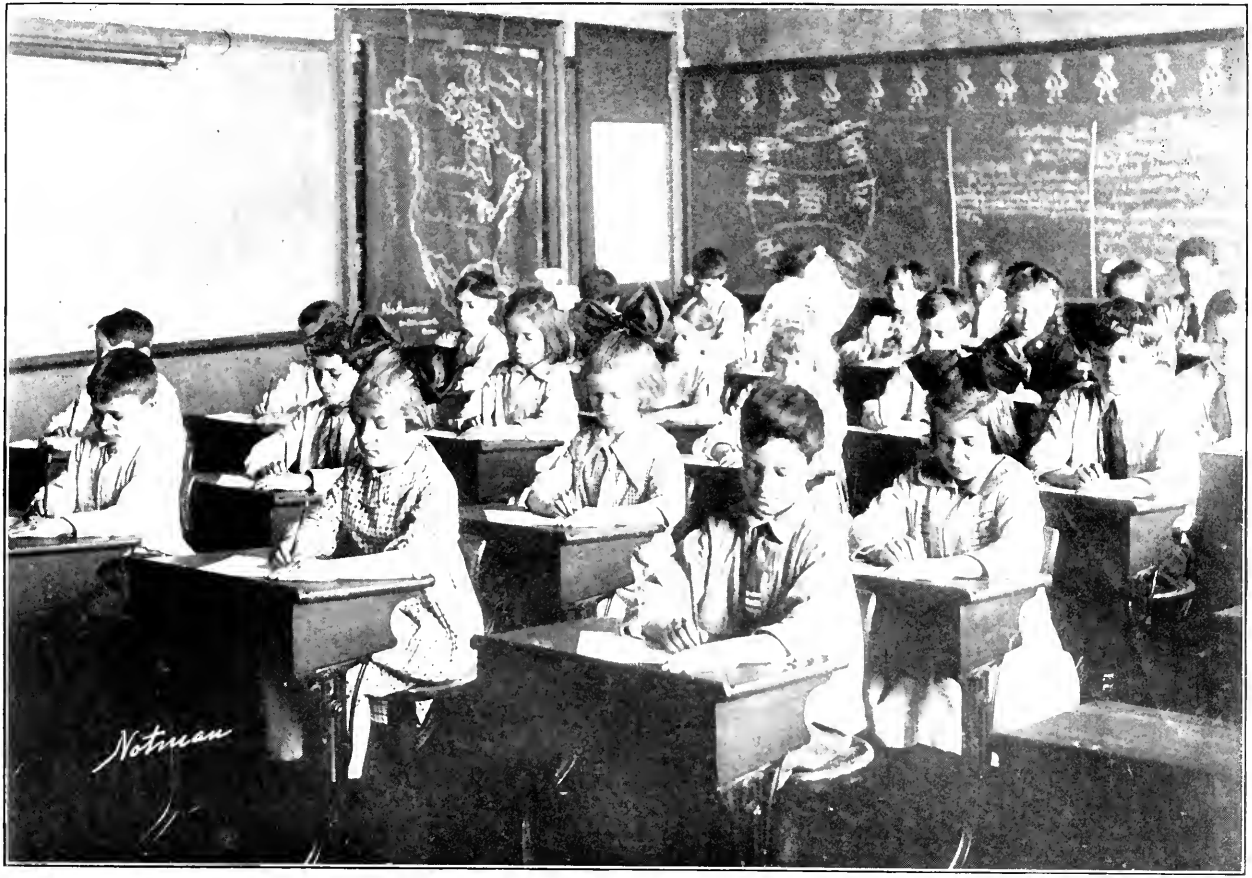
A week before the closing of school 1,420 honor rolls, one for each class room, with the names of the successful pupils written thereon, were distributed to the schools throughout the city. In many of the schools masters made a formal occasion of the granting of these honor rolls, some incorporating it into the graduating exercises.

The object of these honor rolls was twofold: first, to train teachers in the correct evaluation of the muscular movement writing product, and second, to emphasize to pupils the importance of performing all applied written work with muscular movement penmanship.

During May and June the director visited 310 primary class rooms and observed the teacher of each while she gave a penmanship lesson to her class. The manner of carrying on the work of visiting primary classes was similar to that described in the penmanship report of last year. The object of these visits was to appraise the work done by the teachers and to give assistance and encouragement where needed.

In June a meeting of the first assistants in charge was held in the Everett School auditorium. At this meeting the director discussed the evaluation of the primary writing product, the pedagogy of objective seatwork, extended use of the blackboard for writing busy work, devices for stimulating interest in writing progress and the monitor plan, and outlined the organization of the penmanship work in these grades for the coming year.

During the second week in June the teachers of Grades I, II, and III were requested to have their pupils write a designated selection from the writing textbook and to send the papers to the office of the director.



GRADE IV.—DEARBORN SCHOOL.—BEGINNING OF A WRITTEN SPELLING LESSON

Late in June the teachers of grades above the third were requested to have their pupils again write the given selection which they wrote in September, to note the time consumed in this writing, to place together the two papers written by each pupil and to send the sets to the office of the examiner to be filed. The object of having these papers written in September and June was to provide both teachers and pupils with graphic evidence of their accomplishment in this work during the year and to place on file this evidence of progress in this subject of all schools of the city. Throughout the city the advancement evidenced by these papers has been astonishingly great. The general comment of teachers and pupils alike has been that they did not realize until comparing the papers how marked had been their progress.

There has been a very noticeable change during the year in the attitudes of upper grade teachers toward the teaching of muscular movement writing and in their understanding of its general importance. Last September many teachers expressed the belief that it was impossible to obtain muscular movement writing in applied work, and a number doubted the importance to school graduates of good writing ability as an asset in obtaining and holding business positions.

Another outstanding feature of this year's work has been the acquirement on the part of teachers of the power to present in a purely pedagogic manner instruction in all phases of muscular movement penmanship. The acquirement of this power has stimulated interest and enthusiasm in the teaching of writing. The effect upon the pupils has been so forceful and effective as to cause them, within this remarkably short space of time, to overcome, in a great measure, their long-standing habits of poor sitting posture and cramped finger motion writing, and to manifest great interest and ability in the acquirement of the power to perform healthful, rapid, legible writing. The graphic proof of this is shown in the papers on which the given selection already referred to was written and timed by the pupils last September and again in June of this year. These papers, showing the year's progress of each pupil, on file in the office of the director, give conclusive evidence of the progress developed throughout the city. The change in handwriting ability shown by the pupils whose papers are attached to this report is typical of that common to the majority of pupils throughout the city this year.

A third prominent feature in the development of this work is the acquirement on the part of teachers of the ability to evaluate correctly muscular movement writing in its various stages of development. This ability was shown by teachers in their selection of pupils' papers to be submitted for the honor roll. Past years of experience with finger motion writing have habited teachers in aiming for and evaluating highly, slowly drawn letter formation without regard to process. The pedagogy of muscular movement writing aims first at the establishing of correct writing process with subsequent development of well-controlled, rapid letter formation. It was not expected, therefore, that the more or less erratic appearance of the muscular movement writing product during the course of its development would be immediately understood and correctly evaluated by teachers until they had had more training and experience in all phases of the pedagogical development of this subject.

The work of the primary classes this year has shown great progress. Teachers have acquired increased skill and ease in conducting the writing lesson. They have developed also an improved understanding of the importance of writing process and of the degree of control in the writing product consistent with primary grades, and gained greatly in the application of the laws of child psychology and primary pedagogy by the employment of objective and pedagogic seatwork with their classes. There is probably no other procedure in primary education which makes so directly and continuously for the promotion of health and the general welfare of children as does the employment of well directed objective and projective seatwork in primary grades.

The written papers sent in by these grades in June to the office of the director have been placed on file there as evidence of the excellent writing habits which are being established in the primary grades.

The professional spirit, superior teaching ability and the marked success of the entire corps of teachers in this work deserve great commendation.

The performance of all applied written work with muscular movement penmanship has made not only for the development of good writing ability and economy of time, but also has had a distinct effect upon the conservation of health and eyesight of pupils. Muscular movement writing superinduces good

GRADE IV.—DEARBORN SCHOOL.—SHOWING CORRECT ADJUSTMENT OF THE PAPER AT THE END OF A WRITTEN SPELLING LESSON.

posture. The accompanying illustrations, except No. 1, show the postures of pupils at the beginning and ending of a written task correctly performed. The muscular movement writing posture and the correct management of the writing materials make it possible and easy for pupils to sit erect with the weight evenly distributed throughout the body and the eyes a correct distance from the paper for ocular safety throughout the written task. Illustration No. 1 shows pupils in postures common to all class rooms where finger motion is used in applied writing. The perniciousness of these postures is as appalling as it is certain. Defective eyesight, anæmia, lateral curvature of the spine, tubercular tendencies and other physical defects and diseases can be traced directly as resulting from pupils' stooped, cramped writing postures throughout many lesson periods each day. Therefore it can be seen that emphasis made to assist pupils to form the habit of performing all written tasks with muscular movement writing cannot be out of proportion to its importance from a health as well as a utilitarian viewpoint.

What has been accomplished in this subject this year has been made possible by the generous faith and co-operation of masters, teachers and school officers with the Director of Penmanship.

Throughout the city the co-operation of the masters with the director has been ideal and has greatly facilitated the arrangements for presenting this work to the teachers. Their attitudes of interest and enthusiasm in this work have been most effective in advancing teachers' progress.

In such an atmosphere of faith, interest and appreciation, effort has its best setting and progress is the natural result.

Recommendation is earnestly made by the director for an increased allotment of time in the upper grades for the teaching of this subject. The present allotment is inadequate.

Respectfully submitted,

BERTHA A. CONNOR,
Director of Penmanship.

APPENDIX K.

REPORT OF THE DIRECTOR OF PHYSICAL TRAINING.

Mr. Frank V. Thompson,
Superintendent of Schools, Boston, Mass.:

Dear Sir,— In compliance with request as outlined in your circular letter of May 11, 1920, to directors and assistant superintendents, I am sending herewith a report of the activities of the Department of Physical Training.

Physical Training and Military Drill.

Under the caption of physical training are included several departments: Gymnastics in the Boston Normal School, high school and elementary school gymnastics, military drill, elementary school athletics, and playgrounds. All of these activities have in common aims that are educational, disciplinary, hygienic, corrective, and recreational, but they differ in that for each, one of these aims becomes the most significant.

Physical Training.

In the Normal School, physical training for the first two years has two periods a week of forty minutes each allotted to it, each period being followed by a shower, a still further help in promoting the good health so much desired in those about to become teachers. The importance of good posture for themselves and their future pupils is also emphasized.

In the third year, one gymnastic lesson a week, and one lesson on the theory of physical education and the methods of teaching it is required from each girl, supplemented by teaching classes in the Model School. Good posture is still further emphasized and insisted upon.

Courses in playground work and organization are also given during the three years. Frequently all the classes come together for inter-class games and meets which help to develop in the pupils the power of self-control and the spirit of fair play and co-operation.

During the four years of the Latin and day high school course, and in the ninth grade of the intermediate school, two full periods a week of physical training are required. This course includes free standing exercises, dumb bell, wand, and Indian club drills, folk and æsthetic dancing, games and athletics graded progressively from freshman to senior year. A ten-minute per day setting-up drill is given throughout the year in every room between the second and third periods. Seven points are awarded for gymnastic work, without which no girl may graduate unless she is exempted because of physical disability. In addition, every girl before graduation may gain one point toward the diploma for passing the swimming test.

Physical training is required of every girl unless she be exempted because of physical inability to perform the work. The school physician is the final judge in all cases as to whether a girl shall be excused from physical training. If he approves of her excuse, an exemption certificate signed by the assistant superintendent of the district, by the head master, by the school physician, and by the physical training instructor, is filed in the school office, and the girl is required to take some other subject in which she may make up the points lost by her exemption from physical training.

The high school course is given by a corps of trained teachers, all graduates from recognized schools of physical education, who are appointed from a certified list prepared by the Boston School Board after examination of the candidates. In addition to their work in the high schools, these teachers supervise physical training in the elementary schools, each supervisor having a special group of schools under her direction. The physical training course in the elementary grades is given by the grade teacher and comprises, in the first three grades, story plays, games, rhythmic exercises and dances, and, in the upper grades, formal gymnastics, dances and games. A definite lesson is planned for every grade for every month and the teacher is required to follow the prescribed course. Short periods totalling from twelve to fifteen minutes per day are assigned to physical training.

At the beginning of the present school year an instructor was appointed to supervise the physical training work in the intermediate schools.

Athletic Badge Tests.

An increasing interest has been manifested in the schools during the year in getting boys and girls of the elementary schools, and girls of the Latin and day high schools, to qualify for the athletic tests that are being given all over the country and for which certain definite standards have been set up. In elementary schools two tests are given to boys and two to girls. In the first test for boys bronze pins are given to those who succeed in chinning the bar four times, jump five feet nine inches, and run sixty yards in eight and three-fifths seconds. Silver pins are given to those who chin the bar six times, jump six feet six inches and run sixty yards in eight seconds.

The first test for girls of the Latin and day high and elementary schools is successfully passed if they finish the all up Indian club race in thirty seconds, succeed twice in six trials at basket ball throwing at a regulation goal, and do the balancing properly on a regulation twelve-foot rail. The second test requires the all up Indian club race to be finished in twenty-eight seconds, calls for three goals out of six tries with a basket ball and more difficult balancing on the rail in that a bean bag must be carried on the head without allowing it to fall off.

It has seemed to the Director of Physical Training that the athletic badge tests at present conducted set a standard of efficiency too difficult of attainment below the seventh and eighth grades. How to give pupils of the fourth, fifth, and sixth grades opportunities and incentives equal to those now enjoyed by pupils of the seventh and eighth grades has given the department much concern. An interesting experiment is now being carried on by one of the supervisors of playgrounds under observation of the department, which promises to give a classification into five grades, A, B, C, D, and E, with specific standards for each grade. Proficiency in each grade may be rewarded by a grade badge with appropriate letter as above. Progress upward through the athletic grades would depend upon a pupil's own efforts.

These grades might easily correspond with the marks A, B, C, etc., that indicate scholastic attainment. The experiment has progressed far enough to indicate that it is possible to grade a pupil as closely in physical training as it is in arithmetic, geography, history, or any of the subjects in the curriculum.

The data now being collected and placed on file in the office of the director will enable him to evaluate the work in physical training of a school district, and any given school may determine for itself how its work compares with that of other schools in the Boston system.

Military Drill.

Military drill has existed in the Boston public high schools since 1864, and has been compulsory for the greater part of that time. Last year boys of the ninth grade of the intermediate schools were permitted to take military drill, going, in the majority of cases, to a neighboring high school for the work. Each boy has two periods of forty minutes each per week during the school year and he must qualify in this subject with as much care as in academic lines of work. Though it belongs to the department of physical training, it is disciplinary in character to such a great extent that any failure must of necessity imply some laxity in conduct. It has, therefore, been made mandatory for a boy to have his credits for the drill in order to graduate, unless he belongs to the group who are excused for physical disability. All the high school boys are obliged to take the drill except those who are excused on the certificate of the school physician.

The school cadets are organized into a division of eight cadet regiments, which number about eight hundred each. Two of the large schools have two regiments each. Two other schools have one apiece, while the other two regiments are composed of battalions which come from the smaller district high schools. These boys are under the instruction of a picked corps of veteran officers of the army who also hold positions as regular certified teachers in the schools. Under the department of physical training they are assigned to their schools. The bands of the regiments which are organized, as are the companies from among the boys themselves, are under the special instruction of an experienced army band leader.

The course includes instruction in the school of the soldier, squad, company, battalion and regiment, by practical drill. The physical drill is emphasized throughout the year's work, and while the organizations progress through the higher spheres of group drills, the set-up drills are never suspended, but always have a portion of time devoted to them.

At the beginning of each school year the cadets are organized

into groups no larger than the company. Under the training of the instructor the organization proceeds on this basis until the following spring. Through September and October nothing is undertaken beyond the school of the soldier. Then the manual of arms is taken up and company drill begins in November or December. By the spring when strong companies have been trained the annual competitions are held under the direction of the School Department. From these competitions the regimental organizations are built, the captain in each regiment whose company has won first place becoming the cadet colonel, while the other captains in order get the lieutenant-colonel's rank and the three battalion majorities, etc. For the remainder of the school year the drill is in the maneuvers of the larger groups, the battalion and the regiment, some time being devoted to ceremonies.

In the annual competitions rewards are given not only to the cadet officers whose companies are winners but also to the members of the companies who gain the privilege of wearing on the left sleeve of their uniform coat, near the cuff, a short "galon" or stripe in color which indicates that they have been in a winning company. The colors of these stripes are as follows: First place, dark blue; and the others in order, red, yellow, purple and forest green.

Promotions are graded so that the cadet officers are appointed from the senior classes and these boys are given military diplomas upon graduation which show the cadet rank which they have held. These are in addition to the certificates which they may have won for excellence in winning increased rank at the annual competitive drills.

Athletic Coaches — Athletics.

This year the School Committee has changed its policy and substituted full control of school athletics for the partial control of former years.

A corps of twelve teacher coaches conducts athletics in eleven high schools and in the Boston Trade School. This system has proved superior to that of the professional coach. These men, as their name implies, serve the School Department in a dual capacity. Being in close touch with the whole school during school hours, they have excellent opportunity to interest large groups of boys in athletics, and their responsible control

has resulted in a distinctly higher tone and quality of competitive sport. The reports for the past year show that with over 3,000 boys in games only minor accidents have occurred.

Boys may obtain three points towards a high school diploma by "membership, good conduct, and regular training" in a recognized athletic squad for three years, or by showing progress during the second, third and fourth years over the records made in the year preceding in dashes, jumps, shot puts, pull-ups, push-ups, and posture. They may obtain an optional swimming point during any one of the four years. The three athletic points, plus the four points for military drill and setting up exercises, are necessary to obtain a high school diploma.

Athletics in Elementary Schools.

Athletics have been carried on on forty municipal playgrounds between the hours of 4 and 5.30 during school days of the spring and fall. Twenty thousand children have been given opportunity for rational play and have not been obliged to play in the streets. Sixty play teachers, submasters in elementary schools, have been regularly employed under the direction of three supervisors, who in turn are responsible to the Director of Physical Training.

Experience has shown that a greater number of boys may be made to interest themselves in play by having inter-room contests of the same grade, in the same school, rather than to have contests between picked teams of different schools. Games organized in the schools themselves have filled the playgrounds with soccer players in the fall and with baseball players in the spring. The problem at no time has been to find boys enough to fill the grounds, but to find ground enough to accommodate the boys desiring to play.

On some of the grounds it has been necessary to make use of a part time plan, allowing one set of boys to use the soccer fields or baseball diamonds for half the time and then give way to another set who play for the remainder of the time. Certain play teachers have been successful in getting boys while waiting for a chance to play to interest themselves in track and field activities. The result is seen in the high scores these boys have made in athletic badge tests and at the track and field meet held each year by the elementary schools in competition with each other.

During the month of June a relay carnival and a track and field meet were held on successive Saturdays. A gratifying number of schools took part. An age restriction gave lower grade boys an opportunity of competing, never before enjoyed by them. Intermediate ninth grade classes were removed from competition with seventh and eighth grade classes and allowed to have field and track events of their own.

No effort was spared by submasters to bring out full quotas of boys and the participants came neatly uniformed and wearing their own school colors. The orderly and expeditious method of conducting the meet, and the sportsmanlike spirit of the boys deeply impressed the spectators who witnessed the events.

Playgrounds.

During the summer, when nearly all school activities are suspended, the playgrounds care for the interests of the children of Boston.

In park corners and school yards in all parts of the city the seventy-five playgrounds are established and a definite program of directed play is carried out, and the free play of the children is supervised. The directed play consists of games, story-telling, dramatics, and dancing. Added interest is given to the games by the institution of interplayground leagues in which the girls' and boys' baseball, squash ball, bean bag, and checker teams compete during the summer for a place in the finals which decide the winning teams of the city. The story-telling and dramatics this year have been conducted in conjunction with the Pilgrim Tercentenary Movement; in fact, during the last week in July the playgrounds had a tercentenary celebration of their own. The folk dancing and the story-telling and dramatic exercises come on alternate afternoons during the summer.

During the war, war relief work — sewing and knitting — formed an integral part of the playground program. This year there has been substituted for it the dressing of dolls for the French children. The program is varied by frequent excursions to beaches and picnic grounds arranged by the teachers for groups of children varying from 50 to 300 in number.

In the spring and fall months, April, May, June, September, and October, the playgrounds are open after school and all day Saturday. The hours in summer and on Saturdays in

spring and fall, are from 9.45 a. m. to 5 p. m.; the after-school sessions are from 4 to 5.30 p. m. The attendance on the playground varies, according to its size and location, from 150 to 500 children per day. All the playgrounds are open to all children. Attendance is voluntary.

The playground teachers are appointed from a merit list. They are Boston Normal School graduates and students who are rated as "first assistants," "assistants," and "sand garden assistants," according to length of service.

Some hint of the scope of the work of the department of physical training may be obtained from the following figures:

GYMNASTICS (FOR GIRLS).

Boston Normal School, 1 teacher, 237 pupils.
Latin and day high schools, 23 teachers, 8,000 pupils.
Elementary schools, 24 supervisors of gymnastics, 2,500 teachers.

MILITARY DRILL.

4 military instructors, 5,000 boys.
1 drum corps leader, 600 boys.

HIGH SCHOOL ATHLETICS.

12 teacher coaches.
12 teacher managers.
Students participating in major sports, 1919–20:
Baseball, 1,131; football, 943; track, 1,800.

ELEMENTARY SCHOOL ATHLETICS.

61 play teachers (spring and fall), (submasters in elementary schools).
Participating in baseball, soccer, and track, 20,000 boys.

PLAYGROUNDS.

300 teachers, 40,000 children.

Added stimulus is given to the work of the various branches of physical training by such events as the six regimental drills which this year were made free to the public, the annual street parade of the entire eight regiments, representing all the high schools of Boston save Mechanic Arts High; the Latin, day high, and industrial schools annual track and field events with one thousand boys competing in the armory; the annual outdoor track and field meet, with eight hundred boys competing; the elementary school meet and relay carnival with eighteen hundred entries; the Interplayground League finals at Braves Field.

In spite of this tremendous work there are opportunities for even more extensive service. It is to be hoped that in the future the system will include more and better playgrounds and a stadium for athletics, and that the appropriation of a sufficient sum to cover the extension of the work in the department be arranged for by the School Committee.

Yours very truly,

NATHANIEL J. YOUNG,
Director of Physical Training.

APPENDIX L.

REPORT OF THE DIRECTOR OF SPECIAL CLASSES.

MR. FRANK V. THOMPSON,
Superintendent of Public Schools, Boston, Mass.:

DEAR SIR,— In accordance with your request, I herewith submit my annual report on the department of which I am director.

The first special class in Boston was established in January, 1899, and twelve years later the classes numbered nine. Since September, 1911, seventy have been formed and now over fourteen hundred children in forty-eight districts are being cared for in seventy-nine classes. The organization of the work is as follows:

The masters and grade teachers of the district suggest candidates for such a class. These pupils are examined by Dr. Jelly, who selects fifteen of the improvable type and preferably those between seven and ten years of age. Emphasis is laid upon discovering these retarded children in the first three grades before they have been discouraged by repeated failure or become truants because of lack of interest, or hopelessly dulled because of failure to develop such talents and powers as they possess. Special classes should be clearing houses for the primary grades if the best results are to be obtained. Children over twelve when admitted prove not able to make good and are too old to train or to profit by the work.

In order to overcome the natural reluctance of parents to place their children in such classes it is necessary to use the utmost tact and consideration. Some masters have a personal interview with the parent and in one district a class was established without the least objection as the result of sending the following letter to the parent:

> We are forming in our district a class for children who through sickness, absence or slow development have spent two or more years in one grade, or who are not up to standard. Our object is to give these pupils an opportunity to advance more rapidly than they would in regular grade work. The class will be limited to fifteen. We plan to give your child a trial in this class and trust that it will meet with your approval.
>
> Very truly yours,
>
> *Principal.*

The suggestion made in the following letter has been tried with excellent results:

DEAR MADAM,— This year, once a week, I am going to send to the homes of the children of the special class a set of papers showing the work that they are doing in the different grades there. I am doing this in order to let you see that the work your child is doing in this class, such as arithmetic, reading, writing, spelling, etc., is exactly the same as the work that the other children are doing in the other grades.

I know that you will be glad to receive these papers because it will keep you more closely in touch with the work of the school and will show you that the child is promoted into the next grade just as soon as he is prepared, and will make it clear that the child does not stay in the same grade year after year. In other words, a child may complete and very often does complete the first three grades in the special class and enters the fourth grade of the grammar school much better prepared than if he had been in the regular classes of the primary school.

I think your child is very fortunate to be selected to enjoy the advantages offered in the special class. I shall be glad indeed to have you call at any time on any day except Friday afternoon, to visit the class and see the splendid work that Miss —— is doing with the children.

Very truly yours,

Master.

The successful special class is formed by a specialist skilled in the recognition of remedial mental defect. The successful teacher is one who can "link her strength to her pupil's weakness; her knowledge to his ignorance; her skill to his lack of skill." Under her training the sullen, resentful, discouraged child becomes a happy, helpful member of his group.

A fourth grade teacher asked a special class teacher to take a certain boy, saying, "I can't do anything with him. He cannot do any work in arithmetic involving the simplest reasoning process, and his work in English is poor. He is only interested in the cardboard work we do, so perhaps in your room he can do something with his hands."

The special class teacher took him. The arithmetic was slow, but by going back to the things he had never understood, and starting with first principles, it progressed gradually and he became encouraged and interested. Hand work appealed to him strongly; he started chair caning and was soon able to do a creditable job. But his ability in woodwork soon got beyond that of his teacher, so she called upon the regular manual training instructor to help, with the result that while doing third grade arithmetic and English, this boy was working with seventh grade boys in the manual training room, standing near the head of the class.

ARTICLES MADE BY THE GIRLS OF THE FRANCES E. WILLARD SCHOOL.

After three years in the special class, the boy was doing simple work in fractions and had improved much in English. The teacher placed him in a prevocational class where he is at the present time. Here he is having advanced training in woodwork and can get some knowledge of metal work and electricity. His mother tells the special class teacher that the special class "made over" her boy. From the time he entered he was happy and busy, where formerly he was discontented and idle. He is delighted with his new school, his marks are excellent, and he hopes to become a cabinetmaker. In his spare time at home he has caned chairs for the neighbors and has earned enough money to buy clothing for himself.

From the start the work is adapted to the needs of the child and the training is along academic, mental and physical lines suited to his capacity.

One interesting feature of comparatively recent development in the department is the center. As the children in the individual classes reach twelve or thirteen years of age they require more advanced work than is possible in the single class. To meet this need a suitable building is set apart for the use of special classes only and in this center are gathered the oldest and largest pupils selected from the individual classes all over the city. This arrangement makes it possible to grade the pupils as well as segregate the sexes. Such groups are interested in the same sports, projects and occupations. Promotion from single classes to such a center is something that corresponds to promotion to a high school from the grades and is a distinction much coveted by the pupils. There are now three such centers: the Frances E. Willard School for girls, the George T. Angell School and the Somerset Street School for boys.

Miss Powers reports for the girls' center as follows:

The Frances E. Willard School has functioned in two ways — as a clearing house for grade and older special class psychological problem cases and as a pre-industrial school for older special class girls.

Most of the problem cases presented have been studied and profitably employed and trained while here, and are placed elsewhere.

The industrial work has been of exceptionally high standard, so that many of the products of sewing, crocheting, bead work, millinery, cardboard work and domestic science classes compare favorably with results of Prevocational School, Practical Arts High School and Trade School work.

In academic work only exceptional cases have improved beyond the standards of Grade V.

The girls are healthier, better fed, cleaner, more neatly and sensibly dressed than ever before. This may be partially due to the higher wages of the breadwinners of some families, but much is due to the increased knowledge of such matters and to the better discrimination of the girls themselves.

The girls have generally made rapid improvement in manners upon entering the center. Their powers of attention and concentration are developed much. They are willing to undertake longer and more difficult tasks, and are fast growing away from the desire to make trifles that are quickly finished. They stick to tasks better and longer. They are learning that there is a place for everything, and improve in ability to keep things in proper places. There is much less waste of material because of this.

The girls are more reliable than ever before. A premium has been placed upon trustworthiness. So much so that upon three occasions when no substitute was available an older girl has been placed in charge of the youngest class for a whole day at a time.

About one-third of the pupils can be trusted to buy, prepare, serve and clear up a lunch for sixty pupils and teachers without a teacher's direction. This includes the selling of lunch tickets, the making of change up to twenty-five cents and the rendering of proper accounts; the balancing of bills, cash, etc.

In many such simple, homely ways the older pupils are as capable, if not more so, than the average normal girls of like age today. Perhaps their shortcomings are more noticeable but their abilities in certain lines can be relied upon more than those of their normal sisters. When a good habit becomes an integral part of the special class girl it is difficult to eradicate.

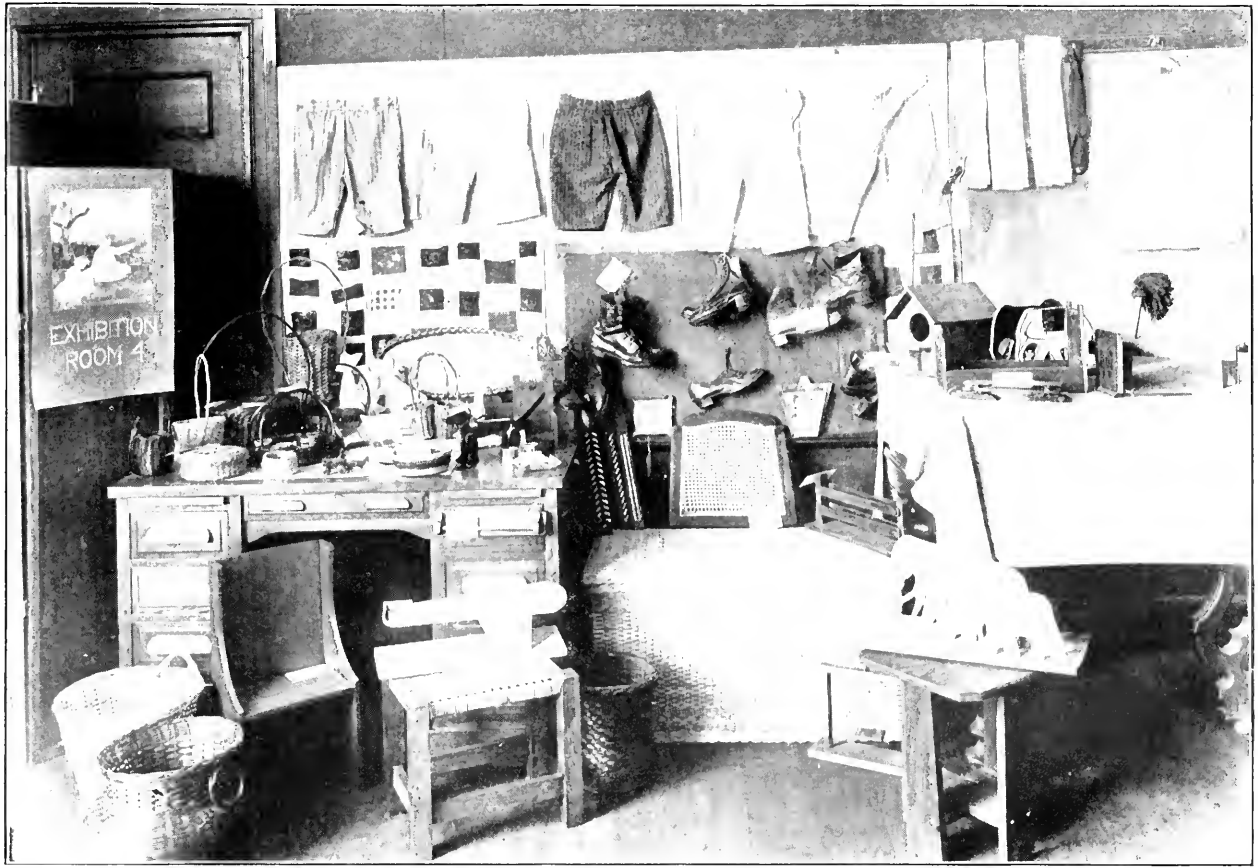
The girls are learning to live and to help others to live honest, decent lives.

The following table summarizes the placing of the forty who have left during the year:

At work	14
These are earning from $10 to $18 a week.	
Returned to grade	9

Of these, 4 were at parent's request. Five of our placing are holding their own.

Working well in their own homes	7
Placed in institutions	3
Placed in penal institutions	3
Excluded	2
In parochial school, "not advancing"	1
At home, ill	1
Total	40



ARTICLES MADE BY THE BOYS OF THE GEORGE T. ANGELL SCHOOL.

Miss Coveney of the George T. Angell center suggests a very real need for the future of that school:

A shop is much needed. It should be in the neighborhood and should be in charge of an able worker. We have many boys of twelve and thirteen who have been with us nearly all their lives and who will stay with us until they are sixteen. What have we to offer them later? Very little. They will practically have exhausted our resources and will only be marking time unless something else is provided for them. Marking time will cost the city money and bring no results. The shop, too, will cost money but its results will be invaluable to those men of tomorrow.

Dr. Jelly says:

For several years I have been getting more and more evidence that the department needs more centers. They are especially useful because it is practicable for teachers who are specialists in certain lines to develop the older child's capacity and estimate fairly accurately his ability to follow a certain sort of employment and probably become a productive worker in the community. When such selection can be combined with help in securing a place to work it seems reasonable to assume that the number of so-called "floaters" or "drifters" will be diminished materially.

The latest development in the organization of special classes is the after-care work. Three years ago a teacher was assigned to follow up the pupils after they left the classes. Miss Mead, because of her years of experience in grade and special class work, and because of her great tact and good judgment, was particularly well fitted to do this work. Three years of experience has shown conclusively that the work is of inestimable value. When a boy or girl reaches the age when he or she may legally leave school, all assistance desired is given in finding suitable employment. They are guided to the lines of work for which they are adapted and so far as possible steered away from undesirable employment and blind alleys. Miss Mead is known to many employers of unskilled labor who take these pupils with full understanding of their limitations. She keeps track of them when they change employment and they come repeatedly for guidance and advice. She becomes acquainted with the families of these boys and girls and knows their home conditions. She is respected and consulted by court officials and child welfare agencies. A mother said of her recently: "She is a humanity worker. I feel she is a friend and I want to thank her."

Probably no other phase of special class work is of more importance than this social and after-care work. No state or city can afford to take calmly the loss arising from the social and economic submergence of these children (for they are always children) who yearly pass beyond the control of the schools. Many are in constant need of a friend to advise, suggest, encourage and assist their efforts toward partial or entire self-support.

In view of the new state law requiring special classes for all children three or more years retarded, and looking forward to the development of the department, provision in the near future should be made for an increase in the number of classes, the organization of a center in each section of the city and an opportunity for more vocational training suited to the needs of the older pupils.

In closing, I wish to acknowledge the helpful co-operation which has existed between the supervising and teaching force of the regular classes of the school system and the Department of Special Classes. This, with the devoted and faithful service of the special class teachers, is responsible for the rapid growth of the department.

Respectfully submitted,

ADA M. FITTS,
Director Special Classes.

APPENDIX M.

REPORT OF THE PRINCIPAL OF THE HORACE MANN SCHOOL FOR THE DEAF.

MR. FRANK V. THOMPSON,
Superintendent of Public Schools, Boston, Mass.:

DEAR SIR,—The Horace Mann School completed its fiftieth year of service to the community on November 10, 1919. It began with seven pupils in two rooms in Pemberton square, in 1869, under Miss Sarah Fuller, who remained its principal until June, 1910, a period of forty-one years. She was succeeded as principal by her niece, Miss Ella Celynda Jordan, who had been connected with the school as teacher and assistant principal during nearly its whole history. Miss Jordan resigned on account of ill health on November 10, 1919, the actual fiftieth anniversary of the foundation of the school, and Miss Mabel Ellery Adams, the assistant principal, was appointed principal on the same date.

On account of the illness of the beloved principal, who died in January, there was no public celebration of the anniversary, but appropriate exercises were held for the pupils and each one was given a brief printed history of the school.

The graduation exercises also, on June 25, were centered about the history and accomplishment of the school.

The oral teaching of the deaf was just beginning in the United States in 1869 and all honor should be rendered to the Boston School Committee of that day, and particularly to Rev. Dexter S. King, for the farsightedness which recognized the need in the community for a school where deaf children could be taught to talk and read the lips without leaving their homes to go to an institution.

The Horace Mann School was the first successful day school for the deaf in the country, and probably in the world. Two other attempts undoubtedly preceded it, but in both cases the schools were soon changed to residential institutions. The school has never been large,— 1,147 different pupils have

attended it — and the largest number at any one time was about 160. During the past year the largest number in attendance was 148. Even for this number the school accommodations are inadequate. The present building was intended for only a hundred pupils, and consequently it is necessary to use for class rooms attics which are too hot in summer and too cold in winter. There is no proper hall for physical exercises or assembly purposes. The lunches have to be eaten in small scattered rooms, entailing such an amount of supervising duties for the teachers as to deprive them of any proper recess period; and, worst of all, there is absolutely no playground. The school day is exceptionally hard for our deaf children. Many of them travel long distances to reach school and the constant, attentive *looking* which the substitution of sight for hearing compels, is fatiguing and nerve straining. It would seem that, so far as possible, physical conditions should be made comfortable and hygienic for them to alleviate this strain to the utmost. In spite of inadequate accommodations, however, the Horace Mann School asserts with pride that in the fifty years of its history it has never refused admission to a child who was legally eligible to enter.

The past year has been fortunate in having very little illness among the teachers; but the severe weather and much illness wrought havoc with the attendance of the pupils during the winter months. This is not strange, as they come from twenty-nine towns and cities, as well as every district in Boston.

Aside from the attendance the work of the school has gone forward successfully. All boys over eleven years of age have been instructed in woodwork and five in printing at the Prince School, where they work under better conditions than in the small room available at the Horace Mann. Mr. Amerigo Ventura, the instructor, is most enthusiastic in his praise of the concentration and powers of accomplishment of the deaf boys. As he describes it, "They simply eat up the work. I have to jump to keep them busy and my greatest trouble is obtaining lumber enough." Miss Grace D. Bachelder and Miss M. Lillian McCormick, teachers of cookery and sewing, make similar reports. They say that any extra difficulty in teaching is compensated for by superior powers of attention and extreme diligence. When it is remembered that manual training and domestic science are done mostly after the five hours of school work, these reports are especially significant,

and seem to point to the wisdom and advisability of enlarging the scope of the manual and industrial training and domestic science, and offering to the pupils of the Horace Mann opportunities similar to those to be obtained in the prevocational classes in Boston, with an appropriate equivalent course for the girls.

The academic work of the school has progressed well, except that the teachers report all grades to be behind their usual attainments on account of the loss of time in previous years due to epidemics, coal shortage, war holidays and the like. It is appropriate here to say a word about the Horace Mann teachers. To teach deaf children requires a vocation just as truly as does dedication to a religious life, and every one of our teachers has this vocation. They live their lives with the children, they give their lives to the children; nothing is too hard if it will benefit the children. They come early and stay late to do extra work for their charges. It is no wonder that scarcely a week passes which does not see a past pupil returning to visit the school and report as to his present fortunes. As the school usually obtains employment for its pupils and keeps a card catalogue of their whereabouts, this constant visiting is welcomed for other than social reasons, as it facilitates the follow-up records.

The school was fortunate this year in obtaining the services of special assistants who had been trained in teaching the deaf and so were able to carry forward the work without the inevitable loss to the pupils, which must result for a time when teachers, however able, who are wholly unaccustomed to the deaf, begin to teach in the school. These special assistants were available for different personal reasons, which made them willing to accept small pay temporarily. The ethics of such a proceeding is doubtful, however.

The Horace Mann School aims to give to its graduates an equivalent to the eight grade course of study in the hearing schools. It is obvious that the courses of study cannot be identical in time or subject-matter. Deaf children need a minimum of three years in school before they can hope to begin an approximation to first grade work. All along the line their acquisition of speech and language is behind that of hearing children of the same grades, and as at best even a bright, deaf child is normally retarded three or four years in comparison with his hearing intellectual peer, the age of gradua-

tion is necessarily much advanced. Results obtained with private pupils lead educators of the deaf to the belief that a more generous assignment of teachers during the first years of school would materially reduce this difference between the deaf and the hearing, but the present rule of ten pupils to a teacher is probably all that can be hoped for.

Secondary Education.

Beginning in 1911 the Horace Mann has offered its graduates an opportunity to return to the school for a year of advanced study, but beyond this one year Boston offers no secondary education to the deaf. Every year parents are making more and more insistent demands that their deaf children, just as well as their hearing ones, shall be given a chance to continue their education under expert teaching.

What is needed is a new school building large enough to provide adequate industrial and manual training facilities, an assembly room, a gymnasium, and class rooms enough to allow all pupils who wish to obtain a secondary education to do so; and above all, there should be a playground.

Special Provision for the Hard-of-Hearing.

There are to be found in every public school system hard-of-hearing pupils who are not deaf enough to need to attend a school for the deaf, but yet need special help in lip-reading. Such pupils are almost sure to become deafer as they grow older and a habit of lip-reading, formed in their youth, would be of incalculable value to them in later life. A step toward meeting this need has already been taken. At the suggestion of Miss Lillian M. Towne, master of the Bowdoin School, Assistant Superintendent Rafter detailed Miss Stella E. Weaver of the Horace Mann to go one afternoon in the week to the Bowdoin and instruct a class in lip-reading, with such good results that one of the pupils, an eighth grade girl, said to Miss Towne, "Just think, Miss Weaver has taught me how to hear again." Of course, Miss Weaver had done nothing of the sort, but in teaching the girl's eyes to do part of the work, she had relieved the nervous strain of the constant effort to hear and so supplemented the remaining hearing that it seemed normal to the girl. The city of Lynn has recently appointed a teacher for similar work but we believe Miss Weaver's work in the Bowdoin antedated the Lynn experiment by some months.

Auricular Training.

Children who are born deaf or become deaf in early childhood have no speech standards, and therefore speak in tones which are often harsh and disagreeable. Most of these children, however, have some slight degree of hearing, and educators are finding it possible so to awaken, foster, and develop this hearing as to cause a marked improvement in the quality of the speaking tones. To aid this work a victrola and a set of Montessori bells were purchased this year from the Horace Mann Fund, and the results of practice with these under Miss Henderson have been most encouraging.

Gardens.

Although our pupils live in all parts of Boston and in so many other towns and cities, the garden instructor, Miss Elsa L. Hobart, has managed to visit and supervise ten gardens within city limits and sixteen in other cities and towns, and to organize a most creditable harvest exhibit in the fall.

Visiting Students.

A feature of the year has been the constant visits of students in education from neighboring training schools and colleges. They come singly, in small groups, and in very large ones, with and without instructors, from Radcliffe, Wellesley, Boston University, Boston Normal, Miss Wheelock's Training School, and many other institutions, in search of help for their courses in psychology, social welfare, and methods of teaching. The principal of the Horace Mann lectured before Boston University and the Wheelock Training School classes to prepare them to understand what they were to see in their visit, but in other instances questions had to be answered during the actual visiting. The lack of an assembly hall makes such work unnecessarily difficult.

Dr. Bell's Visit.

Dr. Alexander Graham Bell, the inventor of the telephone, was present at the regular monthly teachers' meeting of December 1, and addressed the teachers for an hour on matters pertaining to the education of the deaf and on his own recent inventions.

Dr. Bell first came to this country by invitation of the Boston School Committee to teach visible speech to the teachers of the Horace Mann School.

Home Visiting.

Cordial and friendly relations between the home and the school are especially essential when pupils are deaf and the parents more or less at a loss in their efforts to deal with their own children.

To bring about these desired relations, and to give the parents actual instruction in methods of teaching the deaf, our parents' association — The Boston Education Association for Deaf Children — has made it possible for our teachers to do extensive and intensive home visiting. Calls are made in the late afternoon, Saturdays, Sundays, and in vacation. The parents and family are shown what the child has learned and how much it is right to expect of him, and above all the child and his parents are made to feel that the school's friendship and loving care extend to his whole life.

This visiting has been under the care of Miss Sarah Fuller, Principal Emeritus, acting as a director of the Boston Education Association for Deaf Children, and has been carried out by Miss Mary B. Adams, Miss Jane J. Wood, and Miss Jennie M. Henderson. It is hoped that the scope of this work may be broadened during the coming year and that more teachers may take part in it.

There is one service which the Horace Mann School renders to the community at large which is worthy of mention although not within the field of the Boston public school system. The school acts as a bureau of information for all matters concerning the deaf, adults as well as children, vocational as well as educational, for persons all over the United States and sometimes in foreign countries. Questions are constantly coming by mail and by telephone, questions which often involve the whole future of the asker, and these questions must be answered with care, discrimination, and a due sense of their importance. This service, while not strictly a school duty, yet, nevertheless, meets such a vital need in the community that it is gladly accepted as a duty by the principal and attended to out of school hours.

Respectfully submitted,

MABEL E. ADAMS,
Principal.

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